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ABSTRACT

This document consists of a compilation of partnership activities and programs relating to dropout prevention. Emphasis is placed on activities occurring in Florida, although there are some national organizations and programs highlighted in the report. The report is intended to provide the reader with an awareness of the different ways partnerships are being used in dropout prevention activities. Contact information for those persons who can furnish more in-depth information on each of the activities is included. A brief introductory section defines a dropout and notes that 32.62% of Florida's entering high school freshmen do not graduate from high school. This section is followed by a list of characteristics of dropouts. The major sections of the report focus on national dropout prevention organizations and activities; national private sector dropout prevention initiatives and partnership activities; Florida organizations and dropout prevention activities; dropout prevention programs and partnership activities of Florida's postsecondary institutions; and selected dropout prevention programs and partnership activities of Florida school districts, arranged by county. For each organization/activity, the name and address of the project are given, along with information on the contact person and a brief description of the project. Contains a list of eight resource organizations and their publications. (NB)

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ED 360 602

Dropout Prevention: Partnerships & Programs

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Dropout Prevention: Partnerships & Programs

DROPOUT PREVENTION: PARTNERSHIPS AND PROGRAMS

1988

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Tallahassee, FL 32399-0400
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FOREWORD

Dropout Prevention: Partnerships and Programs is a compilation of partnership activities and programs relating to dropout prevention. Emphasis is placed on activities occurring in Florida, although there are some national organizations and programs highlighted in the report. The report is intended to provide the reader with an awareness of the different ways partnerships are being used in dropout prevention activities. Contact information for those persons who can furnish more in-depth information on each of the activities has been included.

Information on partnership activities occurring at Florida's School Districts was obtained through a survey effort conducted by ACCESS during the Spring, 1988. Other partnership activities were obtained from Florida's First Annual Commissioner of Education's Business Recognition Program entries, and other miscellaneous newsletters and reports. The report was compiled from brochures, newsletters, and reports from the respective organizations. ACCESS welcomes any additional information on partnership programs which are not included in this report. If any additions/corrections are noted in the report, please contact ACCESS at 800/342-9271 or 904/488-0400. If you know of additional partnerships, please complete the form in the back of this report, or contact ACCESS for additional forms, so that they may be added in the revised edition.

This report on Dropout Prevention is one in a series of five reports that ACCESS, the Education Clearinghouse for Economic Development, has produced. The reports focus on issues of interest to business in which partnership activities are occurring. The other reports include the following topics: Career Development/Employability Skills, Literacy, Substance Abuse, and Technology.

For additional information on dropout prevention, the Public Schools Resource Center, Florida Department of Education, produced the report, Dropout Prevention Programs, June 1986 and an Express "Mini Pack" on Dropout Prevention. Although no longer in existence, the Center for Dropout Prevention at the University of Miami, produced the report, "Networking for Solutions for Dropout Prevention, Florida Network Directory", September 1987. Contact information for the above offices can be found under the Florida Organization section of this report.

Lastly, ACCESS would like to take this opportunity to thank the following people for taking the time to review this report: Lonna Cichon, Jim Clark, Project Independence, Florida Department of Health and Rehabilitative Services; Vera Williams, Dropout Prevention Section, Florida Department of Education; Pat Schwallie-Giddis, Bureau of Career Development, Florida Department of Education; Donna Spooner, Office of Planning and Budgeting, Office of the Governor; and, Isabel Turner, Dropout Prevention Center, Palm Beach County School Board.

TABLE OF CONTENTS

		Page
I.	Foreword	i
II.	Introduction	iii
III.	Characteristics of Dropouts	v
IV.	National Dropout Prevention Organizations and Activities	1
	Committee for Economic Development Council of Chief State School Officers National Dropout Prevention Center at Clemson University National Dropout Prevention Network U.S. Department of Education U.S. Department of Labor	
V.	National Private Sector Dropout Prevention Initiatives and Partnership Activities	6
VI.	Florida Organizations -- Dropout Prevention Activities	14
	Florida Department of Education Florida Department of Health and Rehabilitative Services Florida Department of Labor and Employment Security University of Miami, Center for Dropout Prevention	
VII.	Florida's Postsecondary Institutions -- Dropout Prevention Programs and Partnership Activities	20
VIII.	Florida School Districts -- Selected Dropout Prevention Programs and Partnership Activities	22
IX.	Resources and References	55

INTRODUCTION

DROPOUT: A student who leaves school for any reason except death before graduation or completion of a program of studies and without transferring to another public or private school or other educational institution. (Florida Statutes, Section 228.041)

It is estimated that approximately 30 percent of our nation's students entering high school will drop out prior to graduation. The 1980 Census Bureau reported that 32.62% of Florida's entering 9th graders do not graduate from high school (1985-86). (This figure does not take into account the number of children who die, earn the General Education Development (GED) certificate, or receive special certificates/diplomas.)

Recently, the U.S. Department of Education reported that Florida is 50th in the nation in the number of students graduating from high school. The state also has one of the highest percentages of teenagers who earn a GED certificate soon after dropping out. Another factor in the dropout issue is that Florida has the country's third-largest population of migrant workers, many of whom are recent immigrants. Florida's students frequently move to other areas of the state, making it difficult for schools to monitor them. If records are not transferred, the previous school the child attended must report him/her as a dropout on state reports.

FLORIDA'S HIGH SCHOOL GRADUATION RATE

Percentage of ninth-graders who go on to graduate.

Year	%	Rank among states
1985-86	62.0	50
1984-85	61.2	49
1983-84	62.2	48
1982-83	Unavailable	
1981-82	60.2	48

Source: U.S. Department of Education

Listed below is a summary of some of the costs to the individual and society regarding dropouts:

1. Dropouts are more frequently unemployed.
2. The lifetime income for male dropouts is approximately 70 percent of the income for male high school graduates without college experience.
3. The dropout is six to ten times more likely to be involved in crime.
4. Eighty-five percent of state prison inmates are school dropouts.
5. Dropouts pay less taxes and are more often on welfare.
6. Dropouts have fewer employment opportunities and fewer advancements.
7. Dropouts experience less sense of worth and personal satisfaction.

(As reported by the Governor's Study Committee in Ohio, in Brief Guidelines on Information and Strategy for Dropout Prevention in West Virginia, 1984, pp. 14-15.)

In the publication What Works, Research About Teaching and Learning, U.S. Department of Education, 1986, it was reported that business leaders felt students with solid basic skills and positive work attitudes are more likely to find and keep jobs than students with vocational skills alone.

In this report, business and education partnerships and programs will be highlighted to inform you of what is being done to address the dropout problem.

CHARACTERISTICS OF DROPOUTS

Major factors characterizing the high school dropout include:

* Poor academic performance
* Repetition of one or more grades in school
* Low intelligence test scores (mean IQ of 90)
* Poor basic skills in reading and math
* Lack of interest in school and school work
* Low self-concept and social maturity
* Feelings of alienation in relation to school, teachers, and peers
* Hostility and unruliness or passivity and apathy
* Frequent absences and tardiness
* Infrequent discussions with parents, teachers, or counselors regarding future educational and/or employment plans
* Low socioeconomic backgrounds
* Members of minority groups
* Some type of handicap or limiting condition
* Receipt of little family encouragement and support in regard to staying in school
* From weak or broken homes
* From homes in which one or both parents did not complete high school
* Pregnant and/or married

Though not all students who exhibit these characteristics actually drop out, most dropouts do exhibit some combination of such characteristics.

(From, "Vocational Education's Role in Dropout Prevention", by James M. Weber and Donna M. Mertens, Vocational Education Journal, March 1987.)

(Note: The above listed characteristics are not unique to Florida.)

National Dropout Prevention Organizations & Activities

NATIONAL DROPOUT PREVENTION ORGANIZATIONS AND ACTIVITIES

COMMITTEE FOR ECONOMIC DEVELOPMENT

477 Madison Avenue
New York, NY 10022

212/688-2063

1700 K Street, N.W.
Washington, DC 20006

202/296-5860

The Committee for Economic Development (CED) is a private, nonprofit, and nonpartisan research and education organization. The goal of the Committee is to study and seek solutions to important social and economic issues that most affect the long-term health of the nation's economy. The Committee's 225 trustees represent both top business executives and presidents of major universities. The Committee has available two reports dealing with children at-risk - "Children in Need: Investment Strategies for the Educationally Disadvantaged" (1987) and "Investing in Our Children: Business and the Public Schools" (1985).

The report "Children In Need: Investment Strategies for the Educationally Disadvantaged" by the Research and Policy Committee of the CED stresses the importance of business leaders, educators, and policymakers working together to intervene early in the lives of at-risk children. A three part strategy for improving the prospects of disadvantaged children is outlined in the report. The Committee's recommendations include prevention through early intervention; restructuring the foundations of education; and, retention and re-entry. This report is available from CED, $11.55 paper or $13.75 hardcover.

"Investing in Our Children: Business and the Public Schools" is a report based on a three-year study developed by top business executives, academic experts, and educational practitioners. The report encourages local business leaders and policy makers to unite with parents, educators, and boards of education in support of effective change for restoring the nation's public schools. Efforts are needed to increase employability, develop education strategies that have high payoffs, revitalize the teaching profession, and establish strong partnerships between business and the public schools. The report is available from CED, $9.50.

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

400 N. Capitol St., N.W.
379 Hall of the States
Washington, DC 20001

202/624-7700

The Council of Chief State School Officers (CCSSO) represents the commissioners of education for each state. At their November 1987 meeting in Asheville, North Carolina, the CCSSO set a goal for every member of the USA's Class of 2000 to graduate. The key to this plan is identifying preschoolers most likely not to graduate. The CCSSO's policy, developed by the group's board of directors, would guarantee:

*"High risk" children and their parents education and support programs by the time the child is four years old.

*Students at schools with high dropout rates be offered programs as comparable as those at more successful high schools.

*Each student a guide mapping out his/her path to graduation.

*Students receive the health and social programs, the transportation and housing they need to stay in school.

If this plan passes, the school chiefs will push for legislation and funding in their home states to implement the plan.

The report follows a year of study that found that nearly 13 percent of 17 year-olds in school, and 60 percent who drop out, are functionally illiterate. One in four children under the age of six is below the poverty line.

NATIONAL DROPOUT PREVENTION CENTER

Clemson University
393 College Avenue
Clemson, SC 29634-0725

803/656-2599
800/443-6392

The National Dropout Prevention Center was developed in conjunction with the Dropout Prevention Fund, a not-for-profit organization of education, business and government leaders dedicated to raising national awareness of the dropout problem and supporting the Center. The Center's program includes:

*A clearinghouse for information on dropout prevention and at-risk youth.

*A national directory of key contact people to be updated annually.

*A consulting/intervention/assistance network.

*Conferences and programs for sharing information.

*Sponsorship and support of coordination research efforts and assistance in locating funds.

*Regularly scheduled publications.

*An "800" referral telephone line.

NATIONAL DROPOUT PREVENTION NETWORK

1517 L Street
Sacramento, CA 95814

(916)443-0786

The National Dropout Prevention Network, an Educational Program of the Aspen Institute for Humanistic Studies, was created in response to a national need to find solutions to the issues of at-risk youth and dropout prevention.

The mission of the Network is to link research and practice and to provide the most current information about what works in dropout prevention to educators, community and business groups, parents and others concerned with reducing the school dropout rate.

The goals of the National Dropout Prevention Network are:

1. Assist schools and community agencies in the implementation of dropout prevention programs.

2. Increase awareness among educators and the public about dropout prevention.

3. Support dropout prevention research and programmatic activity.

4. Disseminate information about national, regional and local dropout strategies and funding sources.

5. Develop a support network which will encourage collaboration and sharing among persons working on dropout prevention nationwide.

Services of the Network include:

*Newsletter
*Speakers Bureau
*Linkages with Dropout practitioners and peer assistance
*Computerized database
*Bibliographies
*Access to technical assistance
*Workshops and conferences
*Information

U.S. DEPARTMENT OF EDUCATION

Washington, D.C.

The U.S. Department of Education has been involved in dropout prevention as far back as 1965. The 1967 amendments to the Elementary and Secondary Education Act of 1975 established local demonstration projects aimed at reducing the dropout rate. From 1969 through 1976, some 30 projects received $46 million in grants from the Department of Education (then the Office of Education) to develop and demonstrate educational practices that showed promise in reducing the numbers of youth who failed to complete their secondary education.

The funded projects provided a range of services, including work-study programs involving private industry and nonprofit agencies, staff training, improved pupil personnel services, reading laboratories, community involvement, and special classes for students considered to be dropout prone. An estimated 60,000 students participated in the program at its peak. The Office of Education reported in 1976 that the projects were well focused on the target population and that most were effective in reducing the dropout rate.

In 1974 the Congress again amended the Elementary and Secondary Education Act of 1965, consolidating the dropout prevention program with other federal elementary and secondary school programs. States were given the discretion to decide what financial support dropout prevention projects would receive through state-administered consolidated grants.

Since 1976 there has been no explicit federal legislative authority for specific categorical assistance to dropout prevention projects. Such projects may receive financing from block grant funds under Chapter 2 of the Education Consolidation and Improvement Act. The head of the Department of Education's Chapter 2 programs said, however, that because information on such practices is not collected, it is not known to what extent the states are specifically supporting dropout prevention projects with Chapter 2 funds.

-From the United States General Accounting Office, Report to Congressional Requesters, "School Dropouts, Survey of Local Programs", GAO/HRD-87-108, pp. 9-10.

Report available from:

U.S. General Accounting Office
Information Handling & Support Facility
Document Handling and Information
Service Component
Box 6015
Gaithersburg, MD 20877
202/275-6241

U.S. DEPARTMENT OF LABOR

Washington, D.C.

The U.S. Department of Labor funds dropout projects as part of its Job Training Partnership Act block grant program. Forty percent of the program's funds to the states are required to be spent on youth, and, by law, eligible dropouts are to be served "on an equitable basis." The 1986 amendments require the department to emphasize dropout prevention under the 8% "set aide" for education and coordination grants, and require local service providers to assess the basic education skills of participants in the summer youth employment portion of the program and develop remediation assistance goals. Also, under the Job Training Partnership Act, the department funds national programs, such as the Job Corps for educationally and economically disadvantaged youth, which provides basic education, occupational skill training, counseling, and other services primarily in centers where the participants reside.

The Department also supports demonstration and pilot projects on school dropouts, and shares information with state and local Job Training Partnership Act officials on promising dropout programs. The administrator of the Department's Office of Job Training Programs said that data currently are not collected to pinpoint expenditures for dropouts.

-From the United States General Accounting Office, Report to Congressional Requesters, "School Dropouts, Survey of Local Programs", GAO/HRD-87-108, pp. 9-10.

Report available from:

U.S. General Accounting Office
Information Handling & Support Facility
Document Handling and Information
Service Component
Box 6015
Gaithersburg, MD 20877
202/275-6241

National Private Sector Dropout Prevention Initiatives & Partnership Activities

NATIONAL PRIVATE SECTOR DROPOUT PREVENTION INITIATIVES AND PARTNERSHIP ACTIVITIES

The following represents a selected listing of national activities.

ADOPT-A-SCHOOL

Atlanta, Georgia

The Adopt-A-School program encourages academically low achievers to stay in school. The program accommodates 10 students from each of Atlanta's 21 high schools. The students selected are low achievers with no particular career aspirations at the midway point in their junior year in high school. The program is jointly operated by a group of about 40 local businesses and the Atlanta public school system.

Business people from the community volunteer to work as consultants one-on-one with the students, and provide social, motivational, and educational activities, with a focus on career guidance. (At each school, the consultants are organized under the direction of a coordinator, who also is a business volunteer.) The students also attend job preparation workshops and receive some academic assistance. Parental involvement is encouraged.

According to the program's evaluators, the effectiveness of the program is directly related to the amount of attention the business consultants provide to the students. Consultants are expected to meet with the students at least twice a month.

CITY-AS-SCHOOL

16 Clarkson Street
New York, NY 10014

212/691-7801

City-As-School (CAS) is a New York independent alternative high school whose primary curriculum objective is to link students with learning experiences throughout the community. Students move from learning experience to learning experience rather than attending classes in one building. Students spend 20-32 hours per week at one or more learning experience centers utilizing community resources. The resources are organizations of a

business, civic, cultural, or political nature. "Courses" specifically designed for the students can range from group meetings once a week at a museum to individual assistantships, e.g., writing news reports five days per week for a local newspaper. Each student receives academic credit for each learning experience successfully completed. Students receive a Learning Experience Activity Packet which helps to identify and evaluate the discrete areas of instruction (English - writing for a newspaper; American Studies - assistantship with a congressperson, Art, Music, etc.). CAS has been certified as an "Educational Program that Works" by the New York State Education Department and the National Diffusion Network. CAS is for communities large and small, urban, rural or suburban. CAS was validated for students in grades 9-12 by the National Government. CAS can offer the following services free of charge since they are funded by the National Diffusion Network.

Teacher Training: Free in-service training sessions for all personnel interested in program development and implementation.

Materials: Printed material, free of charge, includes all forms used by those involved in the program.

Monitoring: Follow up consultations are provided free of charge. Program evaluation services are also available.

For information, contact City-As-School.

CITIES IN SCHOOLS

Atlanta, Georgia

Cities in Schools is an alternative high school designed to assist youth dropouts and potential dropouts. The program is operated jointly by a national corporation, Exodus Incorporated, and the Atlanta public schools.

Cities in Schools provides regular academic courses, counseling, and tutoring assistance, as well as a broad range of services, including medical, legal, food, housing, and day care assistance. Support staff and volunteers are available on a daily basis to help students directly or refer them to outside agencies. Other services for the participants include job search assistance, on-the-job training experiences, and leadership training. Jobs are found for the youth who need to work.

The program serves youth in grades 9 through 12 in four satellite centers, called academies, throughout Atlanta. One center, Rich's Academy, is located in Rich's department store, thus enhancing youth's knowledge of the business environment.

CITIES IN SCHOOLS

Paige Bauder
Director, Public Relations and
Resource Development
Cities in Schools, Inc.
1023 15th Street, N.W., Suite 600
Washington, DC 20005

202/861-0230

The Cities in Schools program was developed to lower the dropout rate among high school students. The program aims to do this by bringing existing public and private resources into the public schools to develop counseling teams for at-risk students.

ENTERPRISE HIGH

Macomb, St. Clair and Livingston Counties
Michigan

Enterprise High emphasizes basic education, life skills, and job skills training within the context of student-operated businesses. In the small businesses, students make decisions on products/services, how to produce or provide them, when they will be sold, and the selling price. Students sell the products or services, return to the school the costs of materials, and decide how to divide the profits among themselves. Reading, writing, mathematics, communications skills, and life skills are taught within the context of work experience.

The program provides basic education, job skills training, and training in business operations to school dropouts and potential dropouts.

The Enterprise High project was implemented jointly by the Macomb Intermediate School District and Oakland University. It was initiated in one high school and has expanded to neighboring counties.

NATIONAL HISPANIC EDUCATION FUND

Margaret J. Cox
Vice President and Executive Director
The Coca-Cola Company
310 North Avenue, N.W.
Atlanta, GA 30301

404/676-2121

The purpose of the fund is to improve education for Hispanic Americans. Activities include tutorial services, family assistance program, community and cultural studies, an advisory council on education, career development, and a summer baseball team.

NEW HORIZONS PROGRAM

Westover Senior High School
277 Bonanza Drive
Fayetteville, NC 28303

New Horizons is a program designed to provide simulated work experience and/or on-the-job training for economically disadvantaged and handicapped students. Activities include counseling, parental involvement, and remedial basic skills instruction.

PROJECT CLIMB

Linden School
70 Highland Street
Brockton, MA 02401

Project CLIMB is a joint effort between the school and the Job Training Partnership Act aimed at habitual truants, potential dropouts, and low achievers in the 14-16 age range. The project provides counseling, support services, parental involvement, work experience, and vocational studies. Staff members are in contact with the students on a daily basis. If a student is absent, parents are contacted or visited.

PROJECT COFFEE

(Cooperative Federation of Educational Experiences)
Oxford, Massachusetts

Project COFFEE is a multi-services training program for dropouts and potential dropouts. It is a regional occupational training, instruction, and counseling program serving predominantly rural youth. The program objectives are to increase basic skill achievement, decrease absenteeism, and help students acquire occupational skills appropriate for entry-level employment in industry. The program has five components: academic skills instruction, occupational training, counseling, pre-employment education and physical education. Training emphasizes simulated work experiences and student-managed, student-operated businesses. Some students also work as interns in part-time jobs at local industries, representing a partnership between the schools and industry.

SCHOOL-TO-WORK ACTION PROGRAM (SWAP)

Denver, Colorado

SWAP was developed by the Colorado Alliance of Business and is conducted in cooperation with the Denver public schools and business community. Its purpose is to decrease the dropout rate and provide job readiness and work experience to potential dropouts in two Colorado high schools that have large Hispanic populations and high dropout rates. The program is directed primarily at youth in the 10th and 11th grades.

Students attend three or four core classes each day (e.g., reading and math), including a class on career exploration and job search skills. Students also hear guest speakers and go on field trips to learn more about career options.

Each student spends time with a volunteer mentor from the business community. The mentor works in an area that the student has identified as a career interest. The student learns about the career through observation (job shadowing), discussions with the mentor, and attending professional meetings.

STAY-IN-SCHOOL TASK FORCE

Dalton, Georgia

The Stay-In-School Task Force is an industry and community-based project whose objective is to lower the local dropout rate, which was considered to be the highest in Georgia.

The task force, supported by the community, local industry, and a grant from the Appalachian Regional Commission, has worked with local businesses to stop hiring dropouts, and to encourage their employees both to obtain GEDs and to encourage their children to stay in school.

The dropout problem is related to the area's positive economic climate. The major industry (the carpet industry) is locally owned, historically has been the major source of employment, and has grown steadily. Since high school graduation has not been required for jobs in the carpet factories, many youth quit school to obtain employment. The Stay-In-School Task Force was created to try to reverse the dropout trend.

The task force has set up an "Education is Essential" Committee that asked employers to sign an agreement that they would: encourage job applicants under 19 to continue their education before seeking work (giving priority to high school graduates); hire high school students on a part-time basis only, while ensuring these students maintain their attendance and grades; promote education through publicity and communication with employees; give special recognition to employees who achieve a GED and to children of employees who finish high school; and participate in a continuing program to encourage students to complete their education.

About two-thirds of the employment base in the area have signed the agreements, essentially stopping the hiring of dropouts. The businesses have promoted attaining GEDs, including paying for classes.

Two other major committees of the task force are the Public Schools Committee and the Adult Basic Education Committee. The goals of the Public Schools Committee include developing programs to identify potential dropouts and provide dropout prevention services. The Adult Basic Education Committee is involved with learning programs within both the adult literacy centers in the area and in special GED programs. Its goal is to improve the education of adults as well as the educational environment for their children.

STREET SCHOOL, INC.

Tulsa, Oklahoma

Street School is an alternative school providing education and counseling services for approximately 200 high school dropouts and potential dropouts. Each student negotiates a treatment plan with the educational and counseling staff outlining the individual's objectives, including behavioral goals and implementation steps.

Street School provides counseling, drug/alcohol treatment, life skills, career development, and behavior modification intervention services. Staff counsel students individually as least once a week and refer students to social service agencies when needed.

The program provides academic remediation through individualized instruction and continued education in science, social studies, mathematics, and communication.

Street School receives funds from the state department of education, the local school system, the United Way, and foundations and corporations.

(The information listed below is from the Seattle Public Schools and PIPE (Private Initiatives in Public Education), a non-profit organization sponsored by the Greater Seattle Chamber of Commerce and Seattle School District.)

CHALLENGE

Jean Jordan
Rainier National Bank
Seattle, WA

206/621-4498

Challenge is designed to improve student study habits. The bank encourages employees to participate as mentors to assist minority high school students with homework at the school, one evening per week. The school identifies at-risk students and provides a room for the evening tutoring.

CITY LEARNING TEAM

Franklin High School
3013 S Mt. Baker Blvd.
Seattle, WA

206/281-6030

City of Seattle
Evelyn Chapman
Seattle, WA

206/625-2559

City of Seattle employees are given release time to tutor at-risk students at Franklin High School. The School identifies the at-risk students and directs the volunteers.

OPERATION RESCUE

Christine McDonald
206/322-6640

Operation Rescue is a tutorial assistance program sponsored by the Central Area Youth Association. The program focuses on one-to-one tutoring for at-risk students in the elementary schools during the day and at community centers in the evening. Business partners provide release time for employees to volunteer at local schools and/or encourage employees to volunteer on their own time. The Schools identify at-risk students and assist with volunteer training and program assessment.

YOUTH MOTIVATOR

Ingraham High School
Tom Coan
1819 N. 135 St.
Seattle, WA

206/281-6080

Youth Motivator is a mentorship program designed to prevent high school students from dropping out. Volunteers from the business community provide counseling, tutoring, moral support, friendship, and overall interest in the students' success in school. Training in self-esteem and motivation is provided for all students and mentors in the program. The School monitors each student's progress by keeping records on attendance, disciplinary actions, grades and drop-out rates.

Florida Organizations - Dropout Prevention Activities

FLORIDA ORGANIZATIONS -- DROPOUT PREVENTION ACTIVITIES

FLORIDA DEPARTMENT OF EDUCATION

Dropout Prevention Section

Bureau of Compensatory Education
Knott Building (34-L Collins)
Tallahassee, FL 32399

904/487-3511

In 1986, the Dropout Prevention Act was passed, creating the Department's Dropout Prevention Section. One of the functions of the Dropout Prevention Section is to provide technical assistance to Florida's 67 school districts in implementing their dropout prevention activities. The Section also monitors those activities. Five dropout regional resource specialists in the State also provide support to the school districts. The Dropout Prevention Act requires that school districts submit a comprehensive dropout prevention plan to the Department in order to be eligible for state funds. Sixty-one of Florida's 67 school districts presented the Dropout Prevention Section with their dropout prevention plans, which are currently being reviewed. School districts are then required to submit a biennial evaluation report to the legislature, due February 15, 1989, verifying the extent to which the dropout prevention programs have met district objectives.

The 1987 Legislature also appropriated monies, derived from the lottery trust fund, for community based and teen pregnancy dropout prevention programs. The programs will be awarded money through competitive grants from the Department of Education to private or public nonprofit agencies for the purpose of supporting and supplementing dropout prevention programs of school districts. The Dropout Prevention Section has compiled a report of the projects funded in the 1986-87 school year.

The Commissioner of Education recently signed an interagency agreement with the Florida Department of Health and Rehabilitative Services (HRS) to collaborate on dropout prevention activities. These activities will be addressed to adjudicated youth under HRS jurisdiction. The Department of Education will provide the educational component and HRS will provide the treatment rehabilitation component.

Public Schools Resource Center

Knott Building
Tallahassee, FL 32399

904/487-1078

The Center has available an Express "Mini Pack" on the topics, Dropout Prevention and Dropout Retrieval. The Mini Packs serve as a resource for educators in reviewing literature on specific topics.

Also available is the catalog, Dropout Prevention Programs, June, 1986. The Center sent requests to all Florida school districts for information on their dropout prevention programs. The catalog includes information on those school districts who submitted material.

Please contact the Public Schools Resource Center to request copies of the above resources.

Final Report to the State Board of Education of the State of Florida

Florida Task Force on Drug Abuse and Dropout Prevention
March 1987

In July, 1986 the Governor and Florida Cabinet, sitting as the State Board of Education, established the Task Force on Drug Abuse and Dropout Prevention to study the relationship between drug abuse and school dropout and to make recommendations to the state for handling these problems. The Task Force was composed of representatives from the educational community, parent groups, teacher organizations, law enforcement, and drug abuse treatment and prevention providers. The Task Force held five regional public hearings around the state to hear testimony, review literature, survey the school districts and treatment providers, and hold meetings to discuss the information collected. The outcome was the Final Report to the State Board of Education of the State of Florida, March 1987. The report makes recommendations to the Legislature, State Board of Education, school districts, state agencies, the media, treatment providers and others. Recommendations include educating children on the effects of drugs and alcohol abuse; teaching at-risk youth positive self-esteem development, decision-making, and coping skills; and changing social influences on young people. For more information on the materials collected, contact:

John Winn, Director
Prevention Center
106 Winchester A Building
Tallahassee, FL 32399
904/488-6304

For a copy of the report, contact:

Ruth Ann Nast
Department of Education
1701 Capitol
Tallahassee, FL 32399
904/488-1611

FLORIDA DEPARTMENT OF HEALTH AND REHABILITATIVE SERVICES

Diana Dollar
Assistant Secretary's Office
1317 Winewood Boulevard
Building 1, Room 218
Tallahassee, FL 32301

904/488-2761

Alcohol, Drug Abuse and Mental Health

The **ALPHA Program** was developed to serve children ages 7 to 14 who are at risk for drug or alcohol abuse and other associated negative behaviors. There are currently 18 programs throughout the State funded by HRS through federal block grant and state general revenue funds. The program is a cooperative effort between the local school systems and community-based drug abuse treatment and prevention programs. School systems supply teachers, supplies, classrooms, materials, and books. Community programs provide assessment, student counseling, parent education and family counseling, teacher training and referral for health and welfare services.

The **Alternative Day Treatment Program** is for 13-16 year olds who have multiple school suspensions or have been referred to juvenile court. The program is a cooperative agreement between HRS and school districts. Students are in the program from six months to two years. The program includes academic skills training, tutoring, and therapeutic services.

The **Early Intervention Program** is for students identified by the school as "at-risk". There are 77 HRS staff positions in the state who, once called in by the school, complete an outreach assessment on the student. Staff can then make appropriate referrals for assistance.

The **Treatment Alternative To Street Crime** (TASC) program is for the student who has been involved in the juvenile justice system, and substance abuse. Twenty-three HRS workers around the State act as advocates for the child. They provide treatment, follow-up and monitoring services for the student.

Children, Youth and Family Services

The **Intensive Learning Alternatives Program** (ILAP) is a cooperative effort between HRS and school districts. A dropout and delinquency prevention program, students are referred by school teachers for services. The program is presently in 30 junior high schools around the State.

Health Program Office

Provide on-campus health services to students who are pregnant. This is to provide those students the opportunity to stay in school while pregnant.

Project Independence

Jim Clark, Program Administrator
Project Independence
Department of Health and Rehabilitative Services
1317 Winewood Boulevard
Tallahassee, FL 32399-0700
904/487-2380

Project Independence is an Economic Services program under the administration of the Department of Health and Rehabilitative Services (HRS).

In 1987, the Florida Legislature enacted the Florida Employment Opportunity Act and created Project Independence. Project Independence is designed to use the resources of the Department of Health and Rehabilitative Services (HRS), Education (DOE), and Labor and Employment Security (LES) to provide public assistance recipients with employment and training services they need to secure and maintain employment and become self-sufficient. Services include screening and assessment to determine barriers to program participation and employment, education and/or vocational skills training, on-the-job training, and support services (i.e., child care, transportation, etc.). Participants are provided services based on their level of need. Participants

with work experience and an educational background are provided services such as job search and job club. Participants with education and work deficiencies are provided more intensive services including education and job skills training.

Teen Parent Initiative

The Florida Employment Opportunity Act requires the development of special programs for 14 through 19 year old parents who are welfare recipients. HRS applied for and received a federal waiver to require teenage parent AFDC applicants and recipients to participate in education and/or employment and training activities as a condition of receipt of welfare. The Project Independence teenage parent initiative will use an interagency approach, in which HRS will coordinate with DOE, Job Training Partnership Act (JTPA) Service Delivery Area's youth competency training programs, and other service providers to integrate education, job skills training, and life management skills programs in the provision of services to assist these young parents to become self-sufficient and avoid long-term welfare dependency. Given the strong relationship between educational attainment and economic well-being, education will be the primary focus in the provision of services to teen parents. Program services will include support services such as child care and transportation, childhood development and parenting education, nutrition education, and health services such as pre- and post-natal care and infant/child health care.

FLORIDA DEPARTMENT OF LABOR AND EMPLOYMENT SECURITY

Division of Labor, Employment and Training
Bureau of Job Training
201 Atkins Building
1320 Executive Center Drive
Tallahassee, FL 32399-0667
904/488-9250

The Bureau is presently working on a plan and position paper with the Department of Education to use JTPA funds to target at-risk youth. Other activities in dropout prevention include:

Project Uplift

Project Uplift is designed for the "at-risk" student who needs remedial course work. The program involves student interaction with a computer for ten

minutes a day, five times a week, for a three month period. This will result in the promotion of the student by one grade level. The program is funded by JTPA money and Department of Education Section 123 funds.

Summer Youth Program

The Summer Youth Program offers economically disadvantaged youths the opportunity to work. A new federal requirement mandates that assessments be made of each participant's basic skills. If remedial reading and writing work is needed, the participant will be given instruction in the areas needed, in addition to employment. This past year, 20,000 youths participated in the Summer Youth Program. The program received 18 to 20 million dollars in funding from the Job Training Partnership Act.

UNIVERSITY OF MIAMI
CENTER FOR DROPOUT PREVENTION

Nancy Peck, Ed.D., Director
University of Miami
School of Education and Allied Professions
P.O. Box 248065
Coral Gables, FL 33124

305/284-3166

No longer in operation, the Center for Dropout Prevention was originally funded by the Florida Department of Education. Its purpose was to seek programs and practices that were proven successful in reducing the number of students who drop out of school. One of the Center's primary goals was to establish and support a networking system throughout the state to encourage the exchange of ideas and information relating to solutions to the problem of students leaving school. Projects included the Juvenile Alternative Services Project (JASP), the Employability Skills Training component of the Job Training Partnership Act (JTPA), technical assistance and training through three desegregation assistance centers, work with underachieving students in an Upward Bound Program, and institutional research on social and educational issues which impact the community.

The Center produced the report "Networking for Solutions, Florida Dropout Prevention Directory". The Directory includes the names, addresses and telephone numbers of Department of Education contacts, regional representatives, district dropout prevention coordinators, and over 300 dropout prevention programs throughout the state with brief descriptions of each program.

Florida's Postsecondary Institutions - Dropout Prevention Programs & Partnership Activities

FLORIDA'S POSTSECONDARY INSTITUTIONS -- DROPOUT PREVENTION PROGRAMS AND PARTNERSHIP ACTIVITIES

ROBERT MORGAN VOCATIONAL TECHNICAL INSTITUTE

Brenda Smith, Department Head
18180 S.W. 122nd Avenue
Miami, FL 33177
305/253-9920

Vocational Interdisciplinary Program (VIP)

The VIP program selects students from the Dropout Profile Printout which is prepared by the Management Information Systems office. Students must meet two or more characteristics as indicated on the profile; have completed ninth grade requirements; have a score of two or above on the Stanford Achievement Test in math and reading; and, have written parental permission. The program tries to develop a positive attitude toward school and the world of work, vocational skills training along with employability skills instruction; academic skills through smaller class size and tutorial/remedial sessions; methods to improve attendance; and a program that will help a select group of high-risk students to remain in school. Community businesses have committed to hiring VIP participants. On-the-job training opportunities are provided for those students who successfully complete the vocational skills training course.

FLORIDA COMMUNITY COLLEGES

The majority of Florida's community colleges offer tutorial programs and remedial training for students.

FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE

501 W. State Street
Jacksonville, FL 32202
904/632-3000

Brothers Helping Brothers

This is a Community Mentorship Program which places young black men with role models from the community. The role models help the students with everything from academic questions to personal problems. The program has helped nearly 100 young black men since its inception two years ago. The program was instituted because of the growing local and national dropout rate of black males. At FCCJ, the black male enrollment had dropped from 20 to 13 percent. The program is modeled after one at Miami-Dade Community College. Seven students who participated in the program have graduated with a degree from FCCJ. The students are paired with professionals from the community who are in career fields to which the students aspire. Students meet with their mentors at least twice a month. Most of the mentors are black, though a few are white.

Florida's School Districts - Selected Dropout Prevention Programs & Partnership Activities

FLORIDA SCHOOL DISTRICTS -- SELECTED DROPOUT PREVENTION PROGRAMS AND PARTNERSHIP ACTIVITIES

ALACHUA COUNTY

Barbara Gallant
School Board of Alachua County
620 E. University Avenue
Gainesville, FL 32601
904/376-6592

The Gainesville Chamber of Commerce and the School Board of Alachua County awarded achievement medals to more than 900 9th and 10th grade students during the 1987-88 school year through the Raising Achievement In Secondary Education (RAISE) program. Through the program, students who improve their grades are awarded a medal. It is designed to encourage students to stay in school and earn diplomas. Business and community leaders address the students at the beginning of the school year, encouraging them to do their best. At the end of the year, these same speakers present medals to the students. Over the past four years since the program has been in existence, RAISE award winners have had one-third fewer dropouts than the general school population.

Dropout Prevention Program Office
Alachua County School Board
620 E. University Avenue
Gainesville, FL 32601
904/395-0527

Alachua County schools hired three "student support specialists" in 1985-86 to provide counseling services to students at the six county high schools. Each specialist was assigned to two schools on a permanent basis. They work with students who need schedule changes, tutoring or career advice. They also work with "high-risk" students who have been referred to them by teachers, attendance officers or parents because of high absence rates, poor grades or other problems.

A work-experience program was started in early 1988. Students must be in the Dropout Prevention Program to participate because they are paid. Students

work in the cafeterias or other areas of the schools, or they can be teachers' aides. Thirty-one students were in the program and several more will be added. The work experience program is supported from the Dropout Prevention Program budget, which is funded through state grants.

Students can also participate in the Vocationally Integrated Program (VIP). The program helps students who are disinterested with the traditional curriculum. It is a voluntary program, and students must show a willingness to commit to the program. It combines academic studies with on-the-job vocational training.

ACCEPT, Alachua County Continuing Education for Pregnant Teens, enables pregnant teens to continue their education while receiving counseling and vocational training.

BROWARD COUNTY

Achievement Breakfast For Dropout Prevention

Margaret Vreeland
Donna Slaughter
A.T.& T.
200 W. Cypress Creek Road
Fort Lauderdale, FL 33309
305/492-7610

Mona Hobbs
Northeast High School
700 N.E. 56 Street
Oakland Park, FL 33334
305/928-0365

Northeast High School began an ABC Program (attitude and behavior change) consisting of 100 students and 35 volunteer teacher/coaches. Student participants were identified as those in academic jeopardy (with a GPA of less than 1.5) and having attendance problems. Students met privately with teacher/coaches one period a week to focus on issues such as attitude, goal setting, decision making, time management, problem solving, and in many cases received academic tutoring.

The goal of the Program was to raise the GPA's of at least 20% of the program's students and improve attendance. Half-way through the program, report cards reflected a 45% increase in the GPA's of the program students. A.T.& T. sponsored a recognition breakfast to congratulate all students in the program for their individual achievements, and to encourage them to continue their educational goals.

Adult High School/General Education Program

Adult/Community Schools in County
305/979-5990
305/524-8006, ext. 246

Programs are designed to award diplomas, based upon student's completion of an organized course of study identified by the Florida Department of Education. School board policies provides the opportunity for students, under certain conditions, to transfer credits earned in this program back to the regular high schools for use toward a regular diploma. In other circumstances, students may earn credits in this program, if it will enable them to graduate with their "regular" class at the home school.

Cut-Busters

Pamela Whitmore
Gary Scott
Sun Bank
P.O. Box 5100
Hollywood, FL 33310
305/966-5511

Ms. Clarann Good
Assistant Principal
Hollywood Hills High School
5400 Stirling Road
Hollywood, FL 33021
305/981-4552

"Cut-Busters" has decreased class-cutting by 500% at Hollywood Hills High School, Hollywood, Florida. The "Cut-Busters" program was implemented at the school to decrease class cutting and encourage teachers to take an active role. Each teacher receives a list of students who have been reported as cutting class. If a student appears in a classroom and he/she appears on the list, the teacher does not allow that student into class until reporting to the dean. The student is issued a pass to visit the dean about the class cutting, that pass is dropped in a box and on a monthly basis whichever teacher turns in the most students for cutting-class receives a $50 savings bond from Sun Bank, their Partner-In- Excellence. The students are given internal suspension depending on the case and number of class-cuts. This idea has proven to be effective, and showing students that they must attend all classes. If they miss one class they are not allowed to attend any others until they visit the dean.

CYESIS - Hallandale Teen Parent Program

Roberta Durbin, Principal
Hallandale Adult and Community Center
1000 S.W. 3rd St.
Hallandale, FL 33009
305/457-0230

The program's goal is to prevent/reduce the high incidence of teenage mothers dropping out of school by establishing an educational program in which teenage parents can continue their academic and vocational education and have infant and toddler care provided at the school site. The program operates as a "school within a school." Students must be pregnant and/or parenting and be a minimum age of 15 years. Class size is limited to 20 students from Grades 9 to 12. The Center is open for classes from 7:00 a.m. to 9:30 p.m., allowing for maximum flexibility in scheduling. All courses are competency based and students can attend up to seven periods a day. An advisory board will be established including membership of parents, students, community residents, and representatives from community-based organizations. Local businesses will be asked to donate incentive awards to encourage regular attendance and academic/vocational excellence. Businesses and/or professional individuals will be asked to "adopt-a-student." These individuals will serve as mentors to the students.

Diversified Cooperative Training Program

Killian Senior High School
Miami, FL

The DCT program allows students to tailor class schedules to work hours. The program includes a two-hour, twice-weekly class that helps students find off campus jobs. The program works with students on positive employment attitudes. Students earn graduation credit by holding down a job and taking the DCT class. In addition, they must take the basic subjects required for a diploma. The importance of a high school diploma is emphasized. Other high schools in the area have expressed an interest in starting programs.

Job Training Partnership Act Programs

305/979-5990
305/524-8006, ext. 246

Several programs are funded each year which enables approximately 125 economically disadvantaged students to receive special work incentives or support services. Available through the In-School Youth Program, they provide opportunities for seniors to work at various school board locations. Students are enrolled or have been enrolled in vocational education programs. Salaries are paid from the project funds. Each year, the Summer Youth Employment Program serves 500 to 1,000 students by providing jobs, vocational exploration, and counseling or remediation as needed during the summer months. Enrichment activities are also provided through organized business/industry visitations and special seminars. Many of the students in these programs are identified or meet the criteria of potential school leavers.

Other Special Needs Program Services

305/979-5990
305/524-8006, ext. 246

The services listed below are available for all the county's students, regular or potential leavers, with unique needs due to handicaps, academic disadvantages or limited English speaking skills enrolled in vocational education.

-Individualized Manpower Training System (IMTS) - Academic remediation and occupational exploration.

-Handicapped Services - Vocational guidance, assessment, adaptive devices/instruction and job placement assistance.

-Outreach Recruitment - recruiting, career counseling and job replacement assistance for disadvantaged students.

-Vocational Education for Speakers of Other Languages (VESOL), Vocational English instruction, bilingual assistance, modified/adapted materials, and job placement assistance.

-Sex Equity - Career guidance counseling.

Partners In Excellence

North Broward Medical Center
Jim Keller
201 E. Sample Road
Pompano Beach, FL
305/786-6900

Coconut Creek High School
Patrick Mulvihill
1400 N.W. 44th Avenue
Coconut Creek, FL 33066
305/977-2118

The following activities have been completed between these two partners: shadowing experiences, career speakers, student field trips, faculty field trips, choral presentations, art shows, Hospital Auxiliary Scholarships, science fair judging, computer education for hospitals, and CPR instruction for students.

The Partners in Progress program has recently begun between Norcrest Elementary School, Coconut Creek High School and North Broward Medical Center. The program brings together potential dropouts from the high school and potential problem students from the elementary school with a professional from the medical center. Through this buddy system, it is hoped that the students will stay in school to complete their education and that a true friendship will evolve between the buddies.

Partners In Prevention

Robert Holsaple, Supervisor
Prevention Programs
Broward County School Board
6650 Griffin Road
Davie, FL 33314
305/765-6537

Tom Hopkins
Florida Power & Light Co.
P.O. Box 029100
Miami, FL 33102
305/552-3893

The Partners In Prevention Project (PIP), is an outgrowth of the S&A Restaurant Corporation's interest in Broward County's Peer Counseling Program and other school based prevention projects. This program is primarily concerned with youthful dysfunctional behaviors, especially preventing substance abuse and dropouts. Since the Broward model was featured on several national news programs, and highlighted on the Charles Kuralt C.B.S. Show, this corporation and Florida Power and Light Company decided to assist in promoting this comprehensive model throughout their targeted marketing area (Florida).

This grant provides assistance in a material way to enable several of the program's components to be replicated, and provide technical assistance to school districts that wish to duplicate all components or pilot partial programs.

Consumable materials are furnished to parents and students in all Broward County Schools. Media materials have been purchased, duplicated and disseminated to schools throughout the Broward school district and the state. To date, over 23 school districts in Florida have received technical assistance and curriculum materials, 191 individual schools in Florida are using materials and have requested technical assistance from the Prevention Program's Office. One component of the program (Model Schools Adjustment Project - Driftwood) was selected by the U.S.D.O.E. as "one of 9 dropout prevention programs that actually work" 1987-88, and the district's substance abuse prevention program was selected for a program of excellence by the Florida D.O.E.

Partners In Progress

A.T.& T.
Margaret Vreeland
Donna Slaughter
200 W. Cypress Creek Rd.
Fort Lauderdale, FL 33309
305/493-7610

Northeast High School
Mona Hobbs
700 N.E. 56 Street
Oakland Park, FL 33334
305/928-0365

A.T.& T. also participates in the Partners in Progress program. This program's goal is to link an employee with a student at-risk of becoming a dropout. It is hoped that this personal attention and concern from a member of the business community can provide a fresh energy and outlook that may in turn be an incentive for the student to develop a positive attitude to remain in school and to obtain a high school diploma or its equivalent. Workshops are held with the volunteers from A.T.& T. to train them in communications skills with teenagers. Twenty-five seniors with 1.5 or below grade point averages are being targeted for this new program.

Partners In Progress

North Broward District Hospital
Pat Master/Debbie Rand
201 E. Sample Road
Pompano Beach, FL
305/941-8300

Norcrest Elementary School
Becky Myers
3951 N.E. 16 Ave.
Pompano Beach, FL 33064
305/786-3720

The school's Child Study Team identified 13 high risk/potential dropout students. Students' high risk areas were: lack of motivation, poor attendance,

low self esteem, poor academic performance, and limited participation in classroom activities. Contracts for the individual students' needs were drawn up by teachers and agreed upon by the Partner (hospital). The student is paired with a volunteer business partner from the hospital. Student peer counselors were also paired with the high risk students. These peer counselors meet twice a month with the business partner. One visit each month is made to the hospital where the high risk student visits his/her business partner and learns about the hospital and careers involved in hospital management. The student's peer counselor also attends and 20 minutes are set aside for peer interaction. Career awareness is a bi-product of this unique pairing.

School Of Choice Dropout Prevention Program

Roberta Durbin, Principal
Hallandale Adult and Community Center
1000 S.W. 3rd St.
Hallandale, FL 33009
305/457-0230

A "school-within-a-school", the Hallandale program's goal is to provide secondary learning experience to students who have been targeted as potential dropouts from the traditional middle and high school system. The program's objectives are to help students mature educationally and socially by establishing educational and career goals by earning credits toward a high school diploma, by developing a positive attitude and reducing absenteeism. The program can serve 600 students from Grades 8-12, or ages 14-19 years; class size is limited to 20 students. A standard high school diploma is offered with training in a vocational job preparation program, if the student desires. The dropout program is structured in varying blocks of time from 7:45 a.m. to 9:15 p.m. This provides flexibility to students in scheduling classes. The curriculum is competency-based. Employability skills and career awareness are part of the program.

South Area Dropout Prevention Program

Hallandale Adult and Community Center
Roberta Durbin, Principal
Hallandale Adult and Community Center
1000 S.W. 3rd St.
Hallandale, FL 33009
305/457-0230

The program is designed specifically for South Area students, sixteen years of age or under. Students are reassigned full-time to the center to receive adult high school and vocational high school instruction. The program leads toward

the receipt of the Adult High School Diploma or a General Education Diploma. Students who return to their high schools may transfer credits toward a regular diploma.

Vocational Intervention Program

Atlantic Vocational-Technical Center
4700 Coconut Creek Parkway
Coconut Creek, FL 33066
305/979-5990

Students attend the Center for three hours of vocational education. Academics are received at home-based school. All students enrolled are middle or high school students and are therefore receiving credits through regular channels which may lead to a diploma. Criteria for enrolling is over-age for grade and a vocational assessment. There is a cap of 25 students in the program.

VTAE Dropout Prevention Program

Atlantic Vocational Technical Center
Coconut Creek, FL
305/979-5990

Sheridan Vocational Technical Center
Hollywood, FL
305/963-8616

McFatter Vocational Technical Center
Davie, FL
305/476-8324

Students attend the vocational centers for six consecutive hours. Credits are given for three hours of vocational education and three hours of academics. Vocational placement varies based upon the students interests. All students receive adult high school instruction (credits) in the areas of Mathematics, Language and Social Studies. All subjects are taught at the area centers listed above. There is a cap of 150 students in this program. The Junior Ambassador's Program is a component of the pilot program. This program is designed to provide instructions and on-the-job experiences in the Marketing areas. The program is jointly sponsored by the Broward Employment and Training Administration, American Express, the Greater Fort Lauderdale Chamber of Commerce and the School Board.

Winners' Circle

IBM
Marty Lamia
6301 N.W. 5th Way
Fort Lauderdale, FL 33309
305/493-5615

Hallandale High School
Dale Kadlecek
720 N.W. 9th Avenue
Hallandale, FL 33009
305/457-0149

This partnership project is designed to interface the resources of IBM with the student centered needs of Hallandale High School. Specifically, IBM will assist Hallandale High School staff with student motivation and learning. Students will be awarded incentives for attendance, punctuality and academic achievement. IBM will provide resources and personnel to help tutor and reward students.

Program success will be measured by attendance data, students' academic results, and grade nine achievement test results. Additionally, dropout data will be evaluated to document the program's impact on dropout prevention.

Work Experience

Howell Watkins Junior High School
D.J. Reilly
9480 MacArthur Boulevard
Palm Beach Gardens, FL 33410
305/694-7375

Publix Grocery Stores, Burger King of South Florida, Schubot Enterprises-McDonald's, and Wendy's of South Florida have all provided work experience students with job placement and training in their businesses. This has aided student dropout prevention for Watkins Junior High School.

Work Experience

Various Middle and High Schools
305/979-5990
305/524-8006, ext. 246

This program is designed specifically for potential school leavers. Students who enroll in the program must be identified as such and must be willing to participate in paid employment experiences. The program is available to students in grades 7 through 10. Related instruction includes employment related compensatory instruction and employability skills.

CLAY COUNTY

Richard Crump
Clay County Schools
900 Walnut Street
Green Cove Springs, FL 32043
904/284-6547

Kim Koster
Clay County Chamber of Commerce
1734 Kingsley Avenue
Orange Park, FL 32073
904/356-5155

A school representative is on the Education Committee of the Chamber. One of the projects between the Chamber of Commerce and the Schools involves mentors who are assigned to potential dropouts.

Richard Crump
Supervisor Evaluation
Clay County Schools
900 Walnut Street
Green Cove Springs, FL 32043
904/284-6547

Kim Koster
Clay County Chamber of Commerce
1734 Kingsley Avenue
Orange Park, FL 32073
904/356-5155

A school representative is on the Education Committee of the Chamber. One of the projects include plans for a mentor program for potential dropouts.

COLUMBIA COUNTY

G.I.V.E.

Terry Huddleston and Glen Adams
Lake City Junior High School
Box 1178
Lake City, FL 32055
904/752-0549

The G.I.V.E. (Get Involved in Vocational Education) program is housed at Lake City Junior High School and is for at-risk students. These students are counseled and trained to meet the demands of the outside world and placed in local businesses for a portion of the school day. The uniqueness of this program is that the businesses are asked to not only employ these students but to adopt them and become involved with them emotionally and academically. The businesses respond by showing an interest in the students' study habits and an interest in them as human beings with undeveloped potential.

DADE COUNTY

Adopt-A-School

Ms. Patricia Grimsley, School Principal
Brownsville Junior High School
4899 24 Avenue
Miami, FL 33142
305/633-1481

Michelson's Trophies, Miami, Florida, has adopted an "inner city" junior high school. To encourage school attendance, the business sponsors trophies for excellence; ribbons every grading period for the students with 100% attendance. In addition, they implemented a school beautification program. The business' owner believes in the school, is available on an "on call" basis and is willing to support the school in any way he can.

Career Opportunities Motivated Education Technology

Dr. Judith Stein
Department of Career Education
Dade County Public Schools
1450 N.E. 2nd Avenue, Rm. 729
Miami, FL 33132
305/376-1761

Leanne Ventura
Greater Miami Chamber of Commerce
1601 Biscayne Boulevard
Miami, FL 33132
305/350-7700

This program is an alternative educational model utilizing basic laboratory equipment in conjunction with computer equipment enabling students to become aware of the practical applications of computer technology as information management in the world of work. This program facilitates acquisition and retention of skills because teaching realistic computer skills with a demonstrated relevance to future occupations is highly motivating. The program also emphasizes the importance of continuing education in job performance in a high-tech society. This program links the career lab and the computer lab for maximum effectiveness in reinforcing basic academic skills, and teaching employability skills. First, students become familiar with teaching employability skills. They then become familiar with the responsibilities and activities of people in different jobs in the career lab. Next, the students use software that parallels corresponding stations from a minimum of ten careers. The objectives of the program are to motivate students who are "at-risk" through hands-on laboratory experience; increase the number of students who are exposed to the practical functions of computers; increase the number of

students who understand the relevance of what is learned in school to their occupational futures, thus preventing dropouts; identify, modify, or create software that demonstrates the application of knowledge and technology in the world of work; and to combine the operational career awareness laboratory model with its emphasis on real world of work simulation with computer laboratory with its emphasis on computer applications to form the program.

Citicorp Success Partnership

Seth Gordon, Senior Vice President
Citicorp Savings of Florida
8750 Doral Boulevard
Miami, FL 33178
305/599-5698

Roger Cuevas
Dade County Public Schools
Division of Students At Risk
1450 N.E. 2nd Avenue
Miami, FL 33132
305/376-1618

The goal of the Citicorp Success Partnership is to take a major leadership role in private sector efforts to combat the school dropout problem in Dade County. Their objective is to promote awareness of the dropout problem in the community and encourage the development of programs that promote success experiences for at-risk youth. Recognizing that education is a key to success for all youth, Citicorp has developed a comprehensive program to support efforts to combat the dropout problem. In the development of the program to date, activities have included:

-testifying before a public hearing conducted by U.S. Senator Lawton Chiles on the dropout problem to demonstrate the business community's concern regarding the issue and to encourage the Federal Government to provide program funding.

-hosting a dinner for top business and civic leaders in the Hispanic community to promote awareness of the issue among Hispanic youth and to gain a commitment for support for future prevention activities.

-hosting a breakfast for 30 educators and professionals in the field of dropout prevention to promote sharing of ideas and effective programs.

-participation on the Florida Forum on Youth At-Risk, a statewide task force created by the Commissioner of Education.

-attendance as a representative of the Statewide Task Force, the National Forum on Youth At-Risk in Washington, D.C.

-agreement to head a fundraising effort to support the establishment of school health clinics in two Dade County Senior Highs.

-participation on the Dade County Public Schools District Dropout Advisory Council, the Greater Miami Chamber of Commerce Dropout Prevention Sub-Committee and the Juvenile Justice Center Advisory Committee.

In 1988, Citicorp activities include joining the Dade Partners Program with an emphasis on dropout prevention activities. Citicorp will "corporately" adopt the Division of Students at Risk. Each Dade branch will also adopt a neighborhood school and focus activities on at-risk students. They also plan to create the Citicorp Success Fund, to be administered by the Foundation for Excellence in Public Education, to fund a mini-grant program for educators and community-based-organizations to develop "grassroots" programs geared to providing success experiences for at-risk youth.

City Of Hialeah

Carol Renick
Dept. of Community Participation
Dade County Public Schools
1450 N.E. 2 Ave., Rm. 210
Miami, FL 33132
305/376-1215

Dan DeLoach, Chief of Staff
City of Hialeah
501 Palm Avenue
Hialeah, FL
305/883-5816

The City of Hialeah is an active Partner with Dade County Public Schools. One of their activities has been a dropout prevention project, P.R.A.I.S.E. (Positive Role Models Achieve Improved Student Effort), piloted in the spring of 1986. At-risk students are exposed to positive community role models and encouraged to stay in school. The city also provides summer jobs for the participants if they remain in school.

Dropout Prevention Rebate Program

Dade County's Dropout Prevention Rebate Program awarded 79 secondary schools, special centers and alternative education programs a total of $55,600 for keeping 1,112 students in school last year and for helping them improve in substantial ways. The schools received $50, to be spent at the schools' discretion, for each of their students who successfully met three criteria of the program during the 1986-87 school year.

The criteria required students to attend school for at least 150 days of a 180-day school year, concretely demonstrate academic improvement, and maintain no less than a C average in conduct for the entire school year.

In-School Student Chamber Of Commerce

Judith Stein
Dept. of Career Education
Dade County Public Schools
1450 N.E. 2nd Ave., Rm. 729
Miami, FL 33132
305/376-1761

Bill Oliver, President
Joyce Flanagan, Education Chairperson
Hialeah-Miami Springs N.W. Dade Area Chamber of Commerce
59 W. 5th Street
Hialeah, FL 33010
305/887-1515

The purpose of the In-School Student Chamber of Commerce is to provide a learning activity that brings relevance to the school from the world of work through the Chamber. The goal of this program is to give every student an opportunity to see, hear and touch a real business role model. Students need to know there is a group of business/industry people that care deeply about their community needs. The potential for accomplishment is great. These students meet directly with business/industry on a very high academic level of learning. They have an opportunity to invite business people to share their expertise with other classmates. Each student has two business cards and understands business protocol. Proper dress code creates excellent behavior. The project was established and implemented for students to develop a more positive attitude in motivating better grades, attendance and a responsible relationship between school and future job and career goals. The project creates an opportunity for an In-School Student Chamber concept to be infused into the Career Education of the Dade County Public Schools. The student at-risk is motivated with a self-confidence and reason why it is important to obtain good grades. The average student learns there are many job and career opportunities for anyone to enter. The achiever is able to touch industry in an exploratory way before committing to a four year college major.

Last Chance

Georgia Ayers
Executive Director

The Last Chance program, a state-funded agency, is counseling elementary and junior high school-age youngsters in Dade County who get in trouble early and who show signs of dropping out of school. The Dade County School Board approved a $50,000 grant for the program as part of an overall plan to try to reach children at the earliest stage to reduce the school district's dropout rate of 30% .

Metro Bank Of Dade County

Gary Moss
Executive Vice President
9300 S. Dixie Highway
Miami, FL 33156
305/661-1000

Lawrence Feldman,
Principal
Palmetto Elementary
School
12401 S.W. 74th Avenue
Miami, FL 33156
305/238-4306

Metro Bank financially sponsors the Senior Mentors Program and Intergenerational Chorus at Palmetto Elementary School. These programs lead to a greater understanding of and responsibility to senior citizens. The school matches senior citizens with children demonstrating abilities in such areas as: art, photography, poetry, geography, weaving, math, and literature. Through weekly work sessions, the participants develop a project that is shared by the school and community. The children are often "at-risk" or "early-leavers" and through these efforts they have increased their school attendance and academic interests.

Metro Bank provides the funds for the materials, a breakfast and luncheon for the participants and their families and awards at the conclusion of the year. They also support the intergenerational chorus which includes 135 students and residents from two retirement homes.

Night High School

Dade County School District
Miami, FL
305/376-1443

The Dade County School Board has recently approved its first evening high school for potential dropouts. Killian High School will be the pilot for the evening high school. Enrollment will be voluntary and limited to students ages 16 or older. The Program is designed to offer an alternative educational program to those students who are presently considering dropping out of school because of financial, family, employment needs, or for other reasons. It will allow students to hold daytime jobs for which they will receive credits toward graduation. Class schedules will be built around working hours, so students can take such required courses as English and mathematics Monday through Thursday, and electives Friday night, Saturday morning, and during the summer. Unlike adult education programs, students in the evening high school will remain on the rolls of the day school and will be able to participate in school-related activities such as clubs, sports teams, the yearbook and graduation ceremonies. Dade County is currently discussing the possibility of offering another night high school program at Miami Norland High School.

Outstanding Student Award

WOMETCO Theater Enterprises, Inc.
John Ray
Entertainment Division
3195 Ponce de Leon Boulevard
Coral Gables, FL 33134
305/529-1464

Lawrence Feldman,
Principal
Palmetto Elementary School
12401 S.W.74th Avenue
Miami, FL 33156
305/238-4306

WOMETCO Theater Enterprises has established a program of involvement at Palmetto Elementary for "at-risk" students. Each month they provide free passes for those identified students who have achieved academic success and good attendance at school.

Additionally, they sponsor the Most Outstanding Student award. The student receives a plaque, has his/her name engraved on the school plaque and receives a $25.00 savings bond. Students competitively search for duties that will distinguish them for this recognition.

Antonio Martinez
Coordinator
Dade County Public Schools
1450 N.E. 2nd Avenue
Miami, FL 33132
305/376-1761

Lucy Rumpf
Kiwanis Clubs of Miami
P.O. Box 165134
Miami, FL 33166
305/443-7234

The Kiwanis Club of Miami presents an award to a student and staff member from selected schools in Dade County. The student must have made a significant turnaround in attitude and behavior as a result of a career education program or dropout prevention effort in the school. The staff member recognized is the adult who, in the opinion of the student, has had the most influence on the student.

The awards are presented during a luncheon that is held annually at the Women's Club of Miami.

ESCAMBIA COUNTY

Dr. John DeWitt, Director
Grants & Research
Escambia County School District
J.E. Hall Educational Services Ctr.
30 E. Texar Drive
Pensacola, FL 32503
904/432-6121

James Boggs
Executive Director
Private Industry Council
17 W. Garden St., #202
Pensacola, FL 32501
904/433-6901

In March, 1985, the Escambia County School District entered into a public/private partnership with the Private Industry Council, SDA 1, and began programs with more than 500 employers. The programs that have developed under the JTPA umbrella have resulted in numerous programs and services to Escambia County's at-risk students. A total of $1,012,408 new dollars have been received form JTPA, with a resulting generation of an additional $699,127 in FTE dollars.

Brownsville Middle School
1800 N. Kirk Street
Pensacola, FL 32505
904/432-1438

Jack Brown & Associates
President
P.O. Box 9970
Mobile, AL 36691
205/633-4600

The Company installed a Hoffman Inter-Active Laser Learning lab at the middle school. Two laser stations were installed along with 18 reading laser discs on comprehension skills. The goal is to get potential dropouts more involved in the educational process.

HIGHLANDS COUNTY

Roger Pinholster
Highlands County Schools
426 School Street
Sebring, FL 33870
813/382-1121

Sue Noonan
Domino's Pizza
3025 U.S. 27 N.
Sebring, FL 33872
813/382-8181

Domino's Pizza awarded "dinner for 4" (a large pizza and 4 cokes) to each student in the Sebring Middle School TOPS Program (dropout prevention) who earned passing grades during second semester.

HILLSBOROUGH COUNTY

Intensive Learning Alternatives Program (ILAP)

Nancy Hughes
ILAP Supervisor
HRS District 6
9350 Bay Plaza Blvd.
Suite 120
Tampa, FL 33619

The ILAP program started in 1977 through a cooperative effort between the Hillsborough County School Board and District VI of the Department of Health and Rehabilitative Services. In Hillsborough County, the program has expanded to 19 schools and is planned for 24 junior high schools for the 1987-88 school year. Each program serves 15 students who have been identified as disruptive, disinterested or unmotivated. Class schedules for the students include Mathematics, English, Social Studies and Alternative Peer Counseling. A back to basics program, the ILAP teacher is able to provide individualized curriculum and instruction to meet each student's needs due to the reduced class size. Students are placed in four ILAP classes and two regular classes which allows for a constant measure of students back into a regular school program. The two regular school classes are Physical Education and Science. Students are enrolled in the program for at least one nine week session but most remain for at least one semester and up to a full year depending upon the child and circumstances. Also due to the small class size, the ILAP teacher is able to assist students in learning appropriate classroom behaviors and social skills.

Partnerships For Learning

Walter Sickles
Assistant Superintendent for Instruction
School Board of Hillsborough County
901 E. Kennedy Blvd.
Tampa, FL 33602
813/272-4181

Partnerships for Learning is a cooperative venture among Hillsborough County Schools, local and state governmental agencies, community leaders and private industry to support a summer learning experience for children and teenagers of Hillsborough County. These entities have pooled resources to

support a program which has been designed to enhance the growth and development of the targeted youth. The program consists of high interest activities which will capture the attention of the participants and will require active as opposed to passive participation. The underlying principle of all these activities is that of increasing the cognitive, social and affective skills of the youth.

The long range goals of this program are to contribute to keeping these youth in school, improve their academic performance and to decrease the number of juvenile offenders.

During the Summer of 1987, Hillsborough County Schools established programs to provide "at risk" young people the opportunity to acquire new knowledge and skills, to explore new and exciting ideas, and if needed, to receive remedial instruction. Where appropriate, advanced instructional technology was used. Since the program is voluntary, it was designed to be nonthreatening and enjoyable. The dates of the program coincided with the Extended School Year Program. This increased the effective and efficient use of educational facilities.

Programs involved a large variety of activities including media center programs designed to strengthen reading skills, physical education, music, mathematics, language arts, drama, art, and computer education. Programs varied depending on the site, needs of the youth, and age group.

ELEMENTARY EDUCATION

Computer Assisted Instruction

Sponsor: IBM

IBM provided a computer laboratory for computer assisted instruction at West Tampa Elementary during the summer. Participants were students attending the Academic Summer School and other elementary students from the school community.

Open Media Centers

Sponsor: General Telephone of Florida

The purpose of this program was to insure maximum utilization of the media center, and insure higher levels of reading skills in Hillsborough County. Eleven elementary media centers were open 4.75 hours per day for 25 days to coincide with the 1987 extended school year.

Summer Enrichment Program

Sponsor: Florida Department of Education; ECIA Chapter 1 Basic

The summer enrichment program was designed to provide a comprehensive program of enrichment activities for Kindergarten through 6th grade students. The curriculum included physical education, music, mathematics, and language arts activities. Computer labs were utilized to enhance the curriculum. Media centers were open to offer the opportunity to students to explore, practice, and apply reading in a pleasurable environment. The program operated at Just and Lockhart Elementary Schools. Each school served 150 students.

Summer Science/Mathematics Camps

Sponsor: Tampa Electric Company; Florida Department of Education; Tampa Chamber of Commerce

These camps provided students in grades 3-5 with hands on investigative math and science experiences and promoted enthusiasm for science and mathematics. The camps were located throughout the district in 36 schools. Forty teachers provided instruction for 750 students. One of the camps at Stephen Foster Elementary School served handicapped students.

SECONDARY EDUCATION

Action, Inc.
(Against Crime Together in Our Neighborhood)

Sponsor: State of Florida

ACTION provided an evening tutorial program for students in Robles Park, recruited adults for the GED program, and anti-crime counseling in the project area. The residents of the Robles Park area participated. Hillsborough County School Board donated the use of a school bus.

Centers of Excellence

Sponsor: McKnight Foundation

The Centers provide afternoon and summer tutorials to high achieving black youth. Most activities were conducted in area churches and at the University of South Florida. Two hundred-fifty (250) high achieving black youth participated. Bus transportation to USF was provided by the Hillsborough County School Board.

Computer Assisted Instruction

Sponsor: IBM

Provided computer laboratories for computer assisted instruction during the 1987 summer at Dowdell Jr. High, Monroe Jr. High, and Young Jr. High Schools. All summer school students and limited students from the immediate neighborhood had access to computers for remediation and computer literacy.

Computer Assisted Instruction
(Dropout Prevention, Dropout Retrieval)

Sponsor: (1) Private Industry Council of Tampa (JTPA); (2) Private Industry of Hillsborough County (JTPA)

(1) Provided computer assisted instruction for students at Middleton Junior High and Brewster Adult Center. They served 250 students; $234,000 was allocated to the project. (2) Provided computer assisted instruction at Plant City High School, East Bay High School, and Armwood High School. Participants included adult students and day students working to obtain GED diplomas. $141,000 was allocated to the project.

Educators-In-Industry

Sponsor: Chamber of Commerce; Tampa Electric Company; First Florida Bank; General Telephone; City of Tampa; Investment Services of America; Florida Federal Bank; Reflectone

Educators-In-Industry provided teachers an opportunity to gain experiences that would relate teacher activities to the world of business. It also served to enhance the business community's image of the professional teacher. Twenty-three teachers participated and were paid based on the teachers' then current salaries.

Extended Year Academic Support Program

Sponsor: General Telephone of Florida

This program provided a pilot for library media support services for the extended school year program, including the use of computers for learning. Students who were enrolled in the extended year program at Dowdell and Young Junior High Schools participated.

Minority Affirmative Action Work and Scholarship Program

Sponsor: General Telephone of Florida

Provided temporary entry level employment in traffic and clerical positions. Students enrolled in the program were able to earn an associate degree from

Hillsborough Community College with GTE paying tuition fees. Forty black youth with GPA's of 2.5 or above and who desired to attend college but also needed to work participated.

Summer Enrichment Program

Sponsor: Florida Department of Education

The summer enrichment program provided learning activities for disadvantaged youths. Programs included arts and crafts, computer literacy and learning, dance, drama, library services, music, and physical education. Youth from Blake, Dowdell, Middleton, Monroe, and Young Junior High Schools and Robinson Senior High School participated.

VOCATIONAL, TECHNICAL AND ADULT EDUCATION

BKapable Program

Sponsor: Burger King

BKapable trained handicapped students and others for competitive employment with Burger King. Ten students participated every 10 weeks.

Brewster Project

Sponsor: College Hill/Community Development Task Force

The purpose of this project was to test and evaluate selected disadvantaged citizens. Housing project citizens used Brewster during extended day and evening hours.

Computer Assisted Instruction

Sponsor: Private Industry Council of Tampa (JTPA)

Computer assisted instruction provided students with academic remediation. The City Project served 110 students at Middleton and 70 students at Brewster Campus. The County Project served 350 students at Plant City and East Bay High Schools.

Partnership Progress Report

Sponsor: Hillsborough Community College and Greater Tampa Urban League

The Partnership Progress Report provided program orientation, testing, employment skills, motivational training, self-esteem training, tutorial assisting, IMTS (Individualized Manpower Training Systems), vocational

training, computer assisted instruction for academic upgrading, GED (General Educational Development), and job placement services resulting in employment or enrollment in an A.S. degree program. The housing project residents from College Hill, Ponce DeLeon, and Robles Park, Tampa, Florida, participated.

(1) Pledge-A-Job
(2) Rent-A-Kid
(3) Neighborhood Youth Corps

Sponsor: Private Industry Council of Tampa (JTPA); and Private Industry Council of Hillsborough County (JTPA)

The purpose of the above programs were to provide summer jobs. There were 6000 students total who participated in the Pledge-A-Job (15-18 years of age), Rent-A-Kid (13 and 14 years of age), and the Neighborhood Youth Corps (14-21 years of age) programs.

SAVE
(Summer Acquired Program - Vocational Experience Program)

Sponsor: Greater Tampa Chamber of Commerce Voc-Tech Task Force and selected members of the business community

Provided vocational students summer jobs related to their vocational training programs. Twenty 11th grade vocational education students participated.

Summer High School Cooperative Education Programs

Sponsor: Selected members of the business community

The purpose of these programs was to continue students' regular on-the-job training during the summer. One hundred (100) employers and 125 cooperative education students participated.

Summer Work Experience

Sponsor: Selected members of the business community

The purpose of this program was to continue presently enrolled or scheduled to be enrolled work experience students. Participants were potential drop-outs; 21 total programs (15 students per program 7th - 10th graders).

JACKSON COUNTY

Joan Bennett
Sneads High School
c/o Jackson County School Board
P.O. Box 5958
Marianna, FL 32446
904/593-6411

Bill Sprouse
Apalachee Correctional Institute
Sneads, FL 32460

Prison inmates volunteer for work in the schools in the community. They are resource speakers in youth motivation; drug reform; AA groups; and, inmates talk about their experiences and the importance of a good education and job.

Francis Shadburn
Marianna Middle School
c/o Jackson County School Board
P.O. Box 5958
Marianna, FL 32446
904/482-5153

Trips to area businesses are planned for the Alternative Education Classes and identified high risk students. Participating businesses include: Florida Public Utilities; Jim Roberts Realty; Ormond Insurance; and, Zeta Phi Beta Sorority.

OKALOOSA COUNTY

Amy Miller
Crestview High School
Highway 85 North
Crestview, FL 32536
904/682-4923

Terri Green
Children's Home Society
175 Harris
Fort Walton Bch., FL 32548
904/863-5877

A representative from the Children's Home Society visits with a group of students who have been identified as possible dropouts. They meet for one fifty minute period each week. This is an informal discussion group where the students may discuss academic difficulties, difficulties at home, questions related to seeking employment, and other concerns of the student that may be interfering with the student's success in school. Employability skills type activities are an integral part of the program.

ORANGE COUNTY

Magic Comeback

Frances Cuddy
Assistant Principal
Howard Middle School
800 E. Robinson
Orlando, FL 32801
407/425-2636

Keri Haught
Orlando "Magic" Pro-
Basketball Team
407/422-7433

A target group of students who had attendance, discipline or educational problems were identified to participate in the program. An incentive program was designed with five areas in which improvement had to be shown in four weeks. The reward for improvement was a trip to the NBA College All Star games sponsored by the "Magic" team. Twenty out of the 39 students participating accomplished the goal and received the reward.

Praise

Billy McDaniels
Principal
Cheney Elementary
2000 N. Forsyth Road
Orlando, FL 32807
407/671-7777

John Petrakis
McDonald's
7505 E. Colonial
Orlando, FL 32807
407/281-6606

McDonald's furnishes food for three deserving students on a weekly basis. The three names are drawn on Friday, from boxes kept in the cafeteria. These boxes contain the certificates that students received that week from teachers in the area of academics, behavior and citizenship. Each Monday, these pupils order whatever they wish for lunch and the principal eats with them in the school library.

Paul Mitchell
Mollie Ray School
2000 Beecher St.
Orlando, FL 32808
407/295-6033

Bob Santulli
Burger King/Pine Hills
P.O. Box 2066
Winter Park, FL 32790
407/647-4300

James Lowe
Minnesota & Orlando Twins
287 S. Tampa Avenue
Orlando, FL 32805
407/849-6346

Peggy Fazio
Sun Bank/Pine Hills
5025 W. Colonial Dr.
Orlando, FL 32808
407/237-5544

The main goal is to increase student involvement, achievement, and performance in the school. Partners have provided resources for student recognitions and supporting activities. They have also provided representatives for school-based career activities and employees to read to students on special days. The result has been increased emphasis on student academic performance, citizenship, and behavior in the school. This has been accomplished through recognition for achievement of students of the week in these areas. The thrust has been positive and influential in the school. Burger King provided 30 complimentary dinners for the student of the month field trip to Twins games. The Minnesota Twins made video tapes of players speaking to students at the school about the importance of school, education, and citizenship. They also provided "Evenings of Baseball" for our outstanding students.

Bonnie Whiting
Phil Kalfin
Gateway School
4000 Silver Star Road
Orlando, FL 32808
407/293-6252

Paula Stephan
Lisa McDonald
McDonald's
Community Relations
2992 Edgewater Drive
Orlando, FL 32804
407/422-0707

Gateway School serves severely emotionally disturbed and severely learning disabled students, grades K-8. The school already had a recognition program in place for the elementary students called the Bobcat Buddy system. However, the staff felt an additional incentive for becoming a Bobcat Buddy or most improved student would be helpful in improving behavioral, academic and/or social performance. McDonald's restaurant agreed to host one Bobcat Buddy and one most improved student each week for lunch. All names submitted by the teachers were placed into two separate hats and one name was pulled from each on the televised morning program every Friday. They experienced 100% participation by those chosen, as well as an increase in the number of students achieving Bobcat Buddy who had never done so previously.

Bonnie Whiting
Phil Kalfin
Gateway School
4000 Silver Star Rd.
Orlando, FL 32808
407/293-6252

Mr. Mont Thurston
Sun Bank-Pine Hills
P.O. Box 15010
Orlando, FL 32858
407/237-5500

The 1987-88 school year was the first for Gateway to have middle school students in attendance. They decided to establish some incentive programs that would appeal to this age group to improve behavioral performance and increase their attendance. A token store was set up and stocked with items that students had indicated they would purchase. There was limited money in the school budget to purchase items so the school looked to the community businesses for assistance. A bank was contacted since students earned bonus bucks or points, which they kept in a checking account for token store purchases. Sun Bank's Vice President visited the school and offered a gift catalog to order any items they felt appropriate for the store. The school acquired stationery items, hats, keychains, etc. to help stock the store. Items have been purchased by the students enabling them to also learn some basic banking principles.

Bonnie Whiting
Phil Kalfin
Gateway School
4000 Silver Star Road
Orlando, FL 32808
407/293-6252

Ms. Pat Pandza
Little Caesar's Pizza
Northern Food Services
853 E. Semoran Blvd., #120
Casselberry, FL 32707
407/260-0533

Gateway School wanted to establish some incentive programs to improve behavioral performance and increase attendance. With the help of Little Caesar's, a program was established where students who received only two discipline referrals within a two week period would be able to attend a pizza party for middle school students only. Door prizes were offered and students were allowed to play their favorite music. Only 56% of the middle school students were able to attend during the first party. By the end of the school year, 96% had attended the last pizza party.

Dr. Floyd Ledbetter
P.O. Box 271
Orlando, FL 32802
407/422-3200, Ext. 497

Orange County Public Schools, in a cooperative agreement with eight different law enforcement agencies, have full time law enforcement officers assigned to all secondary schools in the county. These officers teach classes on

law awareness and the role of a police officer. They also act as counselors and advisors to students. The contact they have with students have enabled them to identify and work with many at-risk students. The police officers know first hand the problems which can develop when young people are placed in a situation in which they are not properly supervised.

PALM BEACH COUNTY

Cities In Schools

Isabel Turner
Palm Beach County Schools
P.O. Box 24690
West Palm Beach, FL 33416-4690

Cities In Schools (CIS) is a national non-profit dropout prevention agency. In Palm Beach County, Cities In Schools has become a process for engaging the entire community in a plan for intervening creatively in the lives of students at highest risk of educational, social and economic failure.

It brings together local, state, and federal government agencies, private organizations, corporate enterprises, and the educational institutions in the community, with the school as the focal point. The Cities In Schools model allows for optimum effectiveness and efficiency in the delivery of human services for the benefit of students and their families. It also enriches and enhances the learning environment of the participating students and schools.

The graduation rate among Cities In Schools participants in Palm Beach County is over 80 percent. Additionally, at the end of the 1986-87 school year, 91% of the 336 students served by Cities In Schools were still in school. These are students who were designated as at highest risk of dropping out when placed in the program. In 1987-88, the program will serve over 1,000 students in 9 schools.

CIS brings community resources into the school to work with troubled students and their families. The CIS program puts emphasis on building self-esteem, communication skills, problem solving and goal setting. The business community helps CIS achieve these goals by providing speakers and workshop leaders as role-models for the students and by contributing financial support to CIS. Participating West Palm Beach businesses and agencies include: Pratt & Whitney, Florida Department of Health and Rehabilitative Services, Max Davis & Asso./Uniprop, Inc., The Goodman Company, Palm Beach Post, Southern Bell, County Council of Jewish Women, and the Youth Services Bureau.

PASCO COUNTY

Attendance Incentive Program

Glenda Gatlin
Assistant Principal
Land O'Lakes High School
20325 Gator Lane
Land O'Lakes, FL 34639
813/996-3888

The attendance incentive program, which is funded in part by a school-sponsored incentive grant of $800 awarded to Land O'Lakes High School for the 1987-88 school year, must also rely on local businesses and community support in order to achieve program goals. The basic goal of the program is an increase in student attendance with a resulting decrease in truancy and school drop-out. Approximately 20 local businesses participated on a volunteer basis in this program for the current year. Community support has varied from savings bonds for students to free coupons for services and goods, as well as food and merchandise presented to student winners. This combined school/community effort resulted in an increase in student attendance as evidenced by Land O'Lakes High School's continued gains in average daily attendance percentages. Participating businesses have included: McDonald's; local dentist offices; Gilbraltar Savings, S.A.; Sun Bank; Wal Mart; Zayre Department Store; ABC Pizza; and Burger King.

Lions Quest "Skills for Adolescence"

Patrick Reedy
Assistant Principal
R.B. Steward Middle School
1007 Tenth Avenue
Zephyrhills, FL 34248
813/782-9574

John Stephenson
Local Zephyrhills Lions Club
P.O. Box 202
Zephyrhills, FL 34248-0202
813/782-5881

The programs objectives are: drug and alcohol abuse prevention, decision making skills and communication skills. The program was implemented during the 1986-87 school year as a pilot project and maintained during the 1987-88 school year. The program has had positive results on students and parents as it related to the objectives and overall attitudes.

Project Turnaround

Madonna Wise, Supervisor of
Student Services
Pasco County School Board
7227 U.S. Highway 41
Land O'Lakes, FL 34639
813/996-3600, Ext. 364

Robert Jarlenski
Bowling Proprietor's of
Pasco County
Seminole Lanes
8668 Park Boulevard
Seminole, FL 34647
813/863-5481

Project Turnaround is a school business partnership in which one student from each school is recognized for his/her turnaround or change. The student is typically a potential student dropout. A luncheon, with a featured celebrity speaker, and awards plaques are given annually.

PINELLAS COUNTY

Pinellas County Education Foundation

775 Ulmerton Road, Suite 222
Largo, FL 34641
813/585-2250

The Foundation has currently started the At-Risk Youth Scholarship Program aimed at students who have already left school. The Program will provide economically disadvantaged youth with the opportunity to acquire a marketable skill and a general education diploma (GED) through enrolling in a vocational-technical education center. Students must be between the ages of 16 to 19 and have already dropped-out of school but are interested in returning. The Program would pay for the students' tuition, books, supplies and equipment. A mentor will be assigned to each student to provide encouragement and support. Applicants will receive career counseling in order to determine appropriate fields of study. Upon completing their course of study, students will be provided with job placement services.

POLK COUNTY

Career Development Center

455 East Cummings Street
Lake Alfred, FL 33850
813/956-3483

At the Center, each student has a two-hour vocational class. There are five vocational programs and students are usually given their first choice. Math and language arts are taught on the student's functional level. Students progress at their own pace. Students can be promoted from one grade level to the next when all grade level competencies are mastered in math and language arts. Instruction in leisure/life time sports include swimming, bowling, fishing, racquet ball, and tennis. This is offered rather than the traditional physical education program. Class size is kept small, usually 16 students per class. The population of the entire school is also small, 180 students, which allows for more personal contact with each student. Individual and group counseling is available to all students. Field trips and special assemblies are planned for students. Life Management Curriculum is taught to students for proficiency in every day living skills.

ST. JOHNS COUNTY

PRIME

Donna Jecot
Program Coordinator
St. Johns County School District
40 Orange Street
St. Augustine, FL 32084
904/824-7201

"Process in Middle Childhood Education" (PRIME) program: For sixth, seventh, and eighth grade students. Students are recommended by their teachers for the program either because they needed extra help, were having behavioral problems or somehow just weren't coping with school. The students voluntarily stay after school twice a week for an hour at a time and receive help with their homework. The students nor the parents were specifically told the program's ultimate goal is to prevent dropping out. This program is presently at three of the middle schools and three elementary schools. Students at the elementary school level do not stay after school but instead are further evaluated.

SARASOTA COUNTY

Sarasota County School Board
2418 Hatton Street
Sarasota, FL 34237
813/953-5000

Work Experience Plus

This program takes 8th graders identified as being at-risk of dropping out and removes them from regular classes. They are then taught basic reading, math and English on computers at Sarasota High School. Students are also placed in jobs in the community. Computers teach students math and reading using colorful graphics. Life-management skills and physical fitness classes are also taught. Students selected for the program had either failed at least two grades, had a grade point average less than 1.5 on a scale of 0 to 4, or were below the minimum on state assessment testing.

VOLUSIA COUNTY

Futures, Inc.
An Alliance for Educational Progress
Carol Greisdorf
P.O. Box 2118
DeLand, FL 32720
904/734-7190

Port Orange Police Department

Provides counseling services through a Juvenile Officer to students at Sugar Mill Elementary School.

Turn-Around Award Program

Recognizes junior high school students who have demonstrated a dramatic improvement in attitude, behavior, and grades during the past year.

Resources & References

RESOURCES AND REFERENCES

ERIC CLEARINGHOUSE ON ADULT, CAREER, AND VOCATIONAL EDUCATION

User Services Coordinator
National Center for Research in Vocational Education
1960 Kenny Road
Columbus, OH 43210-1090

The following materials are available at no cost from ERIC/ACVE.

Dropout Prevention through Career and Vocational Education (#63)

Re-entry Programs for Dropouts in Adult Settings (#45)

Effects of Career Education on Student Achievement and Retention (#32)

Family Influences on Employment and Education (#56)

The Family-Career Connection (#52)

Education and Employment (#50)

Jobs of the Future (#46)

Job-Related Basic Skills (#42)

ERIC MINI-BIB available:

Dropout Prevention in Vocational Education

ERIC/CAPS PUBLICATIONS

2108 School of Education
The University of Michigan
Ann Arbor, MI 48109-1259

The following publications are available from ERIC/CAPS Publications:

1. Combating the School Dropout Problem: Proactive Strategies for School Counselors, by Garry R. Walz and Jeanne C. Bleuer, 75 p., 1987, $6.00.

   Synthesizes the literature on the school dropout problem. Identifies the critical role counselors can play in addressing the issues involved in students at-risk and describes effective counseling interventions. An ERIC computer search is also appended.

2. Dropout Prevention: What We Have Learned, by Nancy Peck, Annmarie Law, and Roger C. Mills, 39 p., 1987, $6.00.

   A "what works" research-based examination of effective dropout prevention programs. Identifies at-risk students, describes characteristics of successful programs, suggests roles for school counselors, and makes recommendations for preventing dropouts and improving schools in general.

3. Dealing with Dropouts: The Urban Superintendents' Call to Action

   by the OERI Urban Superintendents Network
   U.S. Department of Education
   November 1987
   Superintendent of Documents
   U.S. Government Printing Office
   Washington, DC 20402

   Educators in school districts across the country are working to improve American schools and to lower dropout rates.

   In Dealing with Dropouts, members of the Office of Educational Research and Improvement Urban Superintendents Network address their belief that entire communities must work together to assure that their children become productive members of the community and competent future leaders. This handbook presents the superintendents' action plan for a joint effort to keep children in school until graduation. The plan includes forming six action groups to address various aspects of the dropout problem and to share information about worthwhile dropout prevention programs. The groups members will include educators, policymakers, and representatives of business, industry, and community agencies, as well as others concerned about the dropout problem.

   Six strategies that are being used in some of the country's larger urban school districts are outlined. Recommendations include:

   Intervene early
   Create a positive school climate
   Set high expectations for attendance, academics, and discipline
   Select and develop strong teachers
   Provide a broad range of instructional programs
   Initiate collaborative efforts

INTERACTIVE, INC.

440 Riverside Drive #117
New York, NY 10027
212/663-6415
800/262-6442

"Choices" is an interactive videodisc package which dramatizes the real world students face. The program lets student's make choices, receive immediate feedback on-screen for that choice, and identify options. The package includes software, hardware, student workbooks, and teacher/counselor guides and sample lessons.

NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION

Youth Services Program
701 N. Fairfax Street, Suite 340
Alexandria, VA 22314

Female Dropouts: A New Perspective. This report identifies some of the elements contributing to the female dropout problem as socialization; cognitive differences; teacher interaction; and, curricular choices. According to the report, 60% of girls who drop out of school do so for reasons unrelated to pregnancy. ($3.00)

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION

The Ohio State University
Publications Office, Box B
1960 Kenny Road
Columbus, OH 43210-1090
800-848-4815

The following are available from the National Center:

1. The Integration of Dropout-Related Research and Development for Vocational Education project, at the National Center for Research in Vocational Education, Ohio State University, provides a connection between research and practice for retention of dropouts at the secondary level.

   A product designed to introduce decision-making and problem-solving techniques and to offer instruction in interpersonal life management skills is "The Student's Choice." A student workbook offering questionnaires, case studies of job interviews, and discussion questions to accompany the videocassette. "A Time of Choices" videocassette presents a unique approach for students to review their realm of choices in a 13-episode soap opera featuring 10th-grade students faced with similar choices: staying in school, using drugs, working while going to school, and "hanging out" with peers. "The Student's Choice: Instructor Guide" offers the teacher necessary support materials to guide students through the three-part program outline of the student book. The Student's Choice Professional Set (instructor guide, videocassette and complimentary copy of student workbook), SP700SC, $49.50; The Student's Choice student workbook (pkg. of 10), SP700SC01, $49.50.

   Another product contains two components: a videocassette (available in English and Spanish) and a student workbook. The videocassette depicts five different students, the choices they made about school, and the impact of those choices. The student workbook, "It's Your Life...Take Charge", will help students relate those factors to their own situations and consider their choices. Student Workbook (pkg. of 10), SP700TC01, $19.50; in Spanish, (pkg. of 10), SP700TC02, $19.50. Professional Set (videocassette with user's guide and complimentary copy of student workbook, SP700TC, $49.50.

   "A Guide for Dropout Prevention: Creating an Integrated Learning Environment in Secondary Schools", provides a planning process for school personnel to examine systemic school factors that can be modified to keep at-risk youth in school. The guide presents classroom-based and school-based interventions and identifies the variables being manipulated in those interventions to create an effective environment for dropout prevention. SP700DP01, $13.25. "The School's Choice: Guidelines for Dropout Prevention at the Middle and Junior High School", was designed to promote school bonding, improve basic and vocational skills, and ensure advocacy by making available to students information about counseling, alternative schooling and course options, support groups, and organizations to help students complete school. SP700DP02, $13.25

   "The Helping Process" is a series of six booklets and an introductory videocassette targeted at various individuals who have roles to play in a successful student retention effort. The "Helping Process Overview Guidebook" describes the process and activities necessary to create a supportive team of adults to help students gain a diploma, job-entry skills, and options for further education. This guidebook is intended to be used by the adult participants in the helping process. In addition, there are five

individual role booklets as listed below. Helping Process Professional Set (guidebook, each booklet, and videocassette), SP700H, $39.50; Helping Process Overview Guidebook, SP700HP01, $6.50; Helping Process Booklet: Administrators/Planners, SP700HP02, $3.50; Helping Process Booklet: Program Coordinators, SP700HP03, $3.50; Helping Process Booklet: Team Members, SP700HP04, $3.50; Helping Process Booklet: Mentors (pkg. of 5), SP700HP05, $5.50; Helping Process Booklet: Students (pkg. of 5), SP700HP06, $5.50; and, Helping Process: Introductory Videocassette (10 min., VHS), SP700HP07, $25.00.

For more information, contact 800-848-4815.

2. Strengthening Vocational Education's Role in Decreasing the Dropout Rate, by James M. Weber, explores the relationship between students' experience and their decision to drop out of school. This publication will help educators and administrators identify potential dropouts and structure a system that will enable young people to make the career decisions that will help keep them in school.

   Number: RD267, $4.75

3. Building Basic Skills: The Dropout

   Written by James Weber and Cindy Silvani-Lacy, the report emphasizes that potential dropouts need attention long before they enter vocational high school programs. It presents four working approaches to dealing with potential and actual dropouts: compensatory or remedial programs; support-oriented programs; alternative school programs; and, in-service training programs.

   Number: RD236, $5.75

OFFICE OF EDUCATIONAL ASSESSMENT

110 Livingston Street
Room 507
Brooklyn, NY 11201

The first issue of Research Brief, a bulletin published by the Office of Educational Assessment of the New York City Board of Education, examines programs that offer guided work experience to students while they are still in high school. Research indicates that students are going to work whether or not high schools offer work experience programs. However, if programs are offered at high schools, they can monitor students to ensure that the work does

not interfere with student's academic pursuits. These programs may also prevent some students from dropping out by providing a meaningful link between school and employment. ("Relating Schools to the Workplace," Research Brief #1, by Sylvia Brown, January 1988, available from OEA. Four pages, no charge.)

RESEARCH FOR BETTER SCHOOLS

444 N. Third Street
Philadelphia, PA 19123

Teaching Thinking and At-Risk Students: Understanding the Problem deals with teaching at-risk students higher order thinking such as problem solving, rather than just the basic skills that may keep them dependent thinkers all their lives. Teaching at-risk students such skills is essential if school reform efforts are to succeed reports Barbara Z. Presseisen, of Research for Better Schools. The report contains an extensive bibliography. Order no. RS-488-AR, 73 pages, $15.95 prepaid.

STRUCTURED EMPLOYMENT/ECONOMIC DEVELOPMENT CORPORATION (SEEDCO)

Hispanic Policy Development Project
Suite 310
1001 Connecticut Avenue, N.W.
Washington, DC 20036

What To Do About Youth Dropouts? A Summary of Solutions. This report describes 14 projects from across the country which schools, service agencies, and businesses have designed to keep students from dropping out of school. (Cite order no. HP-987, 31 pages, $5.00 prepaid.)

You Are Cordially Invited To...

Participate in the Partnership Information Program! This program will foster knowledge of the many outstanding partnership programs and activities occurring at elementary, secondary, and postsecondary schools throughout the state and provide recognition to participating school and business partners.

Many positive outcomes will result from your participation in the Partnership Information Program:

- A centralized partnership database will be developed. This database will reflect hundreds of existing partnership projects. This knowledge base will facilitate communication among educators and individuals in the private sector regarding partnerships and partnership information.
- Systematic collection, management, and dissemination of information on partnership projects will be strengthened. This will enhance the creative sharing of ideas and strategies and maximize the effective utilization of existing resources. Duplication can be avoided.
- This partnership database will serve as the focal point or clearinghouse for information in response to questions about partnership participation.
- The great variety of partnership projects occurring at all levels in all program/curriculum areas will be highlighted. In general, it can be said that a partnership project is a cooperative agreement between a school(s), school district, community college(s) or university(ies) AND a business(es), professional/civic group(s) or governmental agency(ies) combining their resources to accomplish specific objectives for each partner. However, there is a great need for specific examples reflecting specific activities, goals and objectives, outcomes, and participants.
- Exemplary partnership projects can be identified and recognized thus providing models of excellence that others interested in sponsoring and participating in partnership efforts can emulate.

Please complete the Partnership Information Program form(s) for each existing partnership project for your educational institution(s) or county's school district. This standardized form will be utilized to collect information on partnership projects on an ongoing basis. As new projects occur, complete and return a partnership information form. In this way, you will be contributing to the development of an accurate and current partnership database.

This data collection program is being conducted in coordination with the Office of Business and Citizen Partnerships and the Commissioner's Business Recognition Program. All projects reported via the Commissioner's Business Recognition Program will be a part of the established database.

Report and promote your partnership projects today!

Please direct any questions or comments to:

ACCESS - The Education Clearinghouse for Economic Development
Florida Department of Education
Knott Building
Tallahassee, FL 32399-0400
1-800-342-9271 or 904-488-0400

Sponsored by:

The Office of Business & Citizen Partnerships

&

Access

DVE 335 VOLUNTARY
Exp 12 31 88

A few general instructions for your completion of the information form:

In order to effectively manage and retrieve the reported partnership information in the partnership database, numeric codes will be utilized in many cases. We ask you to help us in this coding endeavor in three sections of this form.

1. Type(s) of Partnership Activity(ies) (Please use code listing below).
2. Federal Identification Code(s) for the Business/Organization Partner(s). (Please ask business/organization partner(s) for this code. It is important to us as a unique identifier only. It will not be utilized for any other purpose. If you are unable to get this code, submit form with this entry blank.)
3. Type of Business/Organization (Please see code listing below.)
4. Shaded areas are for Florida Department of Education use only.

Types of Partnership Activities

001 Education Foundations
002 Management Assistance
003 Cooperative Planning
004 Personnel Training
005 Administration Update/Development
006 Faculty/Teacher Update/Development
007 Staff Update/Development
008 Budget Training
009 Technical Assistance
010 Fund Raising
011 School/Facility Improvement/Beautification
012 Facility Sharing
013 Library Sharing
014 Personnel Sharing/Staff Exchange
015 Staff Supplement
016 Resources/Materials Sharing
017 Passes to School Events
018 Instructional Materials Update
019 Equipment Update
020 Educator Back to Business/Industry
021 Business/Industry Person Back to Education
022 Sabbaticals
023 Site Visitation/Field Trips/Tours
024 Display of Student Work, Art, Exhibits
025 Job Fair
026 Career Fair
027 Economic Fair
028 Science Fair
029 College Fair
030 Career Days
031 Career Shadowing - Students
032 Career Shadowing - Teachers
033 Tutors
034 Youth Motivators
035 Mentorships
036 Career Awareness Presentations
037 Classroom Speakers/Speakers Bureau
038 Junior Achievement
039 Visiting Lecturer - Instructor Supplement
040 Internships - Business/Industry
041 Internships - Student
042 Internships - Faculty
043 Survey of Employment Opportunities
044 Experience Based Career Education
045 Cooperative Education
046 On-The-Job Training
047 Placement Agreements/Employment Opportunities
048 Employability Skills Instruction
049 Specific Job Skills Training
050 Literacy Training
051 Sponsorship/Advisory Activities - Clubs, etc.
052 Judging Activities - Fairs, etc.
053 Scholarships - Financial Aid of All Kinds
054 Advisory Committee - School
055 Advisory Committee - Program
056 Craft Committee
057 Chamber of Commerce/Education Committee
058 Program/Curriculum Awareness
059 Program/Curriculum Design or Enhancement
060 Program/Curriculum Support
061 School Recognition
062 Extra-Curricular Program Recognition
063 Extra-Curricular Program Support
064 (Adopt-a-School) Partnerships
065 Program/Course Adoption
066 Classroom Adoption
067 Faculty/Teachers Attendance - Incentive Program
068 Faculty/Teachers Performance - Incentive Program
069 Staff Attendance - Incentive Program
070 Staff/Teacher Aide Performance - Incentive Program
071 Student Attendance - Incentive Program
072 Student Academic Performance - Incentive Program
073 Student Citizenship - Incentive Program
074 Media Support - Promotion Program
075 Marketing Support - Promotion Program
076 Newsletter/Publications Support (Preparation/Ads)
077 News of Partnership Activities in Sponsoring Organizations Newsletter
078 News of Partnership Activities in School's Newsletter
079 Other

Types of Businesses/Industries

0. Agriculture, Forestry, Fishery
1. Mining
2. Construction - including builders, contractors
3. Manufacturing - products: food, tobacco, textile mill, apparel, lumber, furniture, paper, chemicals, rubber, plastics, leather, stone, clay, glass, concrete, machinery, electrical and electronic machinery, transportation equipment photographic, medical and optical goods, watches and clocks. Also, including printing, petroleum, and metal industries.
4. Transportation, Communications, Electric, Gas, and Sanitary Services - including such things as railroad transportation, all kinds of highway passenger transportation, U.S. Postal Service, water transportation, air transportation.
5. Trade - Wholesale Trade and Retail Trade - including building materials, hardware, garden supply, mobile home dealers, general merchandise stores, food stores, automotive dealers, gas stations, apparel and accessory stores, furniture, home furnishings and equipment stores, eating and drinking places, other miscellaneous retail
6. Finance, Insurance, and Real Estate - including banking, credit agencies, security and commodity brokers, real estate.
7. Services - including hotels, camps, personal services, business services, automotive repair, other miscellaneous repair services, motion pictures, amusement and recreation services.
8. Other Services - including health services, legal services, educational services, social services, museums, art galleries, membership organizations (Schools and school district offices)
9. Public Administration - including executive, legislative, and general government, justice, public order, safety, public finance, taxation, human resources programs, environmental quality and housing programs, economic programs, national security and instructional affairs.
10. Other (please, name what you feel would be the appropriate classification)

BEST COPY AVAILABLE

Please return completed form to:
ACCESS/Center for Career Development
Florida Department of Education
Knott Building
Tallahassee, FL 32399-0400

FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL, ADULT AND COMMUNITY EDUCATION

(Information form: Please type or print.)

ACCESS PARTNERSHIP INFORMATION PROGRAM

Partnership Project Title: [redacted]

Date Partnership Began: ____ / ____ (mo. / yr.) through ____ / ____ (mo. / yr.) or, ongoing (please circle)

Purpose: (please mark all that apply) [redacted]

- ☐ Administration/management planning
- ☐ Administration/management training
- ☐ Program enrichment
- ☐ School/facility improvement
- ☐ Curriculum development/change
- ☐ Instruction/training
- ☐ PR/Promotion of school/ed. program
- ☐ Career education
- ☐ Staff incentive program
- ☐ Student incentive program
- ☐ Staff development
- ☐ Other (specify) _____

Please indicate specific program/curriculum area(s) involved, if appropriate: _____

The major partnership activity(ies) for the project is(are): (Please insert appropriate 3 digit numbers for each type of activity. Use the codes for Types of Partnership Activities.)

___ ___ ___ ___ ___ ___ ___ ___ ___ Other (specify) _____

___ ___ ___ ___ ___ ___ ___ ___ ___ _____

Target Audience: (Primary group(s) benefited by this project.) [redacted]

Students:	Teachers/Faculty:	Administrators:
☐ Elementary	☐ Elementary	☐ School level
☐ Middle school	☐ Middle school	☐ District level
☐ High school	☐ High school	☐ Community College
☐ Adult Education	☐ Adult Education	☐ University
☐ Postsecondary Vocational	☐ Postsecondary Vocational	
☐ Other (specify) _____	☐ Other (specify) _____	☐ Other (specify) _____

Special group or population targeted ☐ Yes ☐ No If "Yes," please specify: _____

How many students participate(d) in the project per year?

☐ 0	☐ 21 - 50	☐ 500 - 1,000
☐ Less than 10	☐ 51 - 100	☐ 1,001 - 2,000
☐ 11 - 20	☐ 101 - 500	☐ More than 2,000

How many people in the business or organization participate(d) in the project per year?

☐ 0	☐ 11 - 20	☐ 51 - 100
☐ Less than 10	☐ 21 - 50	☐ More than 100

Please estimate the annual cost of this project.

Education

Monetary Contribution:

☐ 0	☐ $1,001 - $5,000
☐ Less than $250	☐ $5,001 - $10,000
☐ $251 - $500	☐ $10,001 - $50,000
☐ $501 - $1,000	☐ More than $50,000

Inkind Contributions:

☐ 0	☐ $10,001 - $25,000
☐ Less than $1,000	☐ $25,001 - $50,000
☐ $1,001 - $2,500	☐ $50,001 - $75,000
☐ $2501 - $5,000	☐ $75,001 - $100,000
☐ $5,001 - $10,000	☐ More than $100,000

What percent of the total project cost was contributed by education? _____%

Business/Organization

Monetary Contribution:

☐ 0	☐ $1,001 - $5,000
☐ Less than $250	☐ $5,001 - $10,000
☐ $251 - $500	☐ $10,001 - $50,000
☐ $501 - $1,000	☐ More than $50,000

Inkind Contributions:

☐ 0	☐ $10,001 - $25,000
☐ Less than $1,000	☐ $25,001 - $50,000
☐ $1,001 - $2,500	☐ $50,001 - $75,000
☐ $2501 - $5,000	☐ $75,001 - $100,000
☐ $5,001 - $10,000	☐ More than $100,000

What percent of the total project cost was contributed by business? _____%

PARTICIPATING PARTNERS

Business/Organization Partner (If there is more than one business partner, please copy this side of form, complete this section for each partner, and attach.)

Please report Federal Identification Code for each business. _ _ _ _ _ _ _ _ _

Address: (Include street, city, state, zip code)	Name of Contact Person: Phone number of Contact Person: ( )

Size of Business/Organization

Number of Employees

_____ 1 - 25 _____ 26 - 50 _____ 51 - 200 _____ 200 +

Type of Business/Organization
(Please place appropriate number in space. Use the codes for Types of Businesses/Industries.)

_____

Education Partner (If there is more than one education partner, please copy this side of form, complete this section for each partner, and attach.)

Name:

Address: (Include street, city, state, zip code)	Name of Contact Person: Phone number of Contact Person: ( )		
	DOE Region	School District	School Number

Summary of Project: (In no more than 300 words, describe the project, i.e. goals and objectives, results or accomplishments, materials used. Cite titles/publishers of materials used. You may include up to 5 additional pages of supporting documentation.)

Please list any awards/recognition this project has received: _____

Submitted by (Signature): _____ Signature Date: _____

Typed Name: (Last) _____ (First _____ (MI) _____

Title: _____ Organization Name: _____ Phone #: _____

Mailing Address: _____ City: _____ State: _____ Zip: _____

Recommended by (Signature): _____ Signature Date: _____

Title: _____ Organization Name: _____

This publication was produced at an annual cost of $1,142 or .11¢ per copy to provide information on business and education partnerships throughout the State of Florida